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ABSTRACT

This report presents a set of suggested behavioral objectives for the Florida Migrant Right-to-Read Program. Each proposed objective was considered in terms of its logical contribution to the development of reading competencies of migrant elementary school children and in terms of its relationship to the goals of the Right-to-Read Program. The program utilizes materials from fourteen publishers which are arranged into a wide variety of teachable packages. Each package requires from one to two weeks for completion with mastery, and each covers one or more basic skills as delineated on the scope and sequence charts included in the report. The content of the program and its materials is of a basic and functional nature--advertisements of family necessities, common signs found in buildings and along highways, simple forms and instructions, and literature which appeals to modestly educated persons. The program is being implemented in 35 Florida schools enrolling high percentages of migrant children. Outlines of objectives, skill descriptions, and sample materials are included. (Author/TO)

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Florida Agricultural Migrant Right-to-Read Program:

A SUGGESTED SET OF OBJECTIVES

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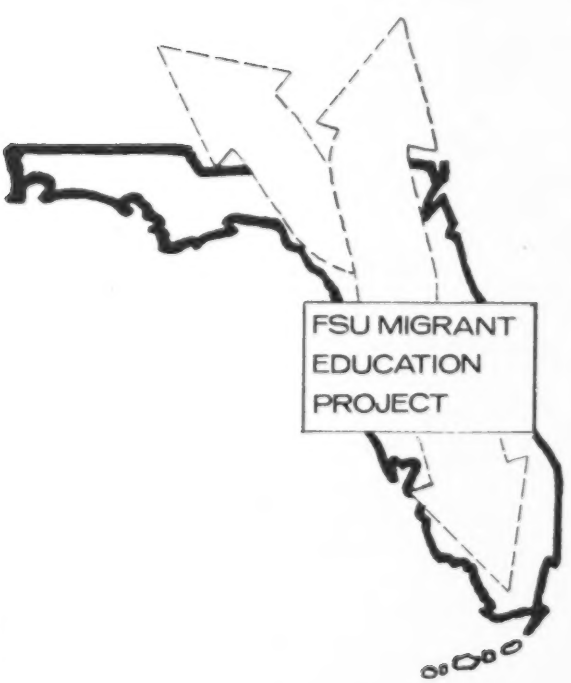

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The authors wish to express their gratitude to each of the publishers and suppliers listed on the opposite page. Each officially supported the work, furnished such materials as were needed, and encouraged its representatives to maintain contact as the work progressed. Over and above this type of support, many sent their consultants and specialists for one or more full days of consultation with the Project Staff, and others contributed through correspondence and by telephone. Without exception, these persons were most competent and most helpful.

In addition to those companies directly involved, the California Test Bureau; Harcourt, Brace, Jovanovich, Inc.; and The Educational Testing Service each most generously made members of their respective staffs available to members of the Project Staff for one full day of consultative service. The authors express their gratitude to each.

The public school systems involved in the program have cooperated fully. They sent members of their staffs to an early meeting at which there was an exchange of suggestions that were basic to the execution of the program. Principals of the schools involved responded to the Project Staff's request for names of teachers who might be asked to review and react to a draft form of reading objectives. The Staff is particularly indebted to each of the fifty-two elementary teachers who read the objectives in draft form and recorded their judgments about their appropriateness and their placement. The teachers' replies were carefully analyzed and greatly influenced the content of this report.

This project was underwritten by the Migrant Education Section, Division of Elementary and Secondary Education of the State of Florida. It was conducted by the

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While this project could not have been conducted without the support acknowledged above, and the assistance of many others not specifically mentioned, the authors were solely responsible for the operation of the project and are solely responsible for the content of this report.

Hazen A. Curtis

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CHAPTER I

BACKGROUND AND RATIONALE

Introduction

This report presents a set of suggested behavioral objectives for the Florida Migrant Right-to-Read Program. It is not presented as an official document in the sense that it represents a guiding policy of the program, but as a working document which brings together objectives that may give support and direction to instruction and to further development of the program.

While many of the objectives listed may be appropriate for programs serving other types of pupils, the Florida Migrant Right-to-Read Program gave impetus to the study, contributed to its formulation and guided its development. Each proposed objective was considered in terms of its logical contribution to the development of reading competencies of migrant children in the elementary grades and in terms of its relationship to the goals of the Right-to-Read Program. For these reasons, an understanding of the needs of the children it was designed to serve and of the Florida Right-to-Read Program is basic to an understanding of the content and rationale of this report.

Reading Needs of Florida Migrant Children

One of the most basic educational needs of migrant children is the ability to read. Reading also is an area in which migrant children are critically deficient in terms of the achievement levels normally attained by typical American children of comparable ages. The first statement is an expression of philosophy which may be accepted on the basis of general concurrence on the part of the educators and on the part of the general American public. The writers have never heard anyone seriously attempt to defend the opposite position.

The statement that migrant children are critically deficient in achievement in reading has been borne out by all of the normative studies that the writers have examined. In 1954, Greene and Curtis reported the results of a survey of reading achievement of children in the fifth and eighth grades in twelve schools in the "Glades" area of Florida.[1] They found that fifth grade migrant children enrolled in the white schools showed a median retardation of 13.25 school months, and that migrant children enrolled in the fifth grades in the Negro schools were retarded by 25.72 school months. Their results for eighth grade children showed a retardation of

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[1]Shirley E. Greene, The Education of Migrant Children: A Study of the Educational Opportunities and Experiences of Children of Agricultural Migrants. Washington, D. C.: Department of Rural Education, National Education Association, 1954. pp. 136-53.

17.50 and 34.01 months for white and Negro migrants, respectively. They further noted that the data reported did not include Negro migrants who read so poorly that they were untestable, and hence the data reported understated the full extent of the problem. Other studies and the testimony of teachers who work with agricultural migrant children in Florida confirm the finding that these children are critically retarded in reading and that the reduction of the retardation since the Greene and Curtis study has not been sufficient to resolve the problem.

The most basic question is "What actually are the reading competencies which migrant children need?" Perhaps the most frequently given answer, and certainly the one which may be implied from the programs offered them, is that they need the same competencies as do other children. To these writers, that answer is too facile--it ignores too much.

The typical elementary reading program is organized for children who enter school at the beginning of the year, attend the same school, and remain in school to the closing day of the year. Its content is selected to prepare the children for the work to be offered in the post-elementary grades in literature and to develop the study skills needed for the content subjects in the junior and senior high schools. The simple facts are that the attendance patterns of migrants are not those of resident children, and that migrant children in large numbers will drop out of school shortly after

promotion from sixth grade, and some before.

Many of their parents are illiterate, actually or functionally. Upon dropping out, they will become heads of households and enter the unskilled labor market, or be applicants for public assistance in whatever forms it is available. Even while in school, the migrant child frequently is the best, if not the only, "reader" in his family.

These facts cause these writers to suggest that in terms of organization, migrant children need a reading program based upon objectives which can be clearly communicated to the learners. Furthermore, the program should be organized in terms of teachable packages, each so designed that the individual child who completes a package will do so with the feeling that he has attained the objectives set forth in the package. It seems reasonable that the study time typically required to complete a package should be one to two weeks, and that individual children should be able to enter the program at the level for which they are prepared.

The above facts also cause these writers to suggest that in terms of content, the most basic and functional types of reading matter should be introduced as early as possible. The ability to read advertisements of family necessities, common signs to be found in buildings and along the highways, "literature" which appeals to very modestly educated persons, simple forms and instructions, etc., has an immediate utility value and a preparatory value for those who shortly will become heads of households and unskilled workers.

The Florida Migrant Right-to-Read Program

The Florida Migrant Elementary Right-to-Read Program is addressed to the basic reading problems of its migrant children. As a program, it consists of reading materials purchased from fourteen publishers. The materials were divided into four "units," and distributed by sets to approximately thirty-five schools enrolling large numbers of migrant children. Each "unit" consisted of materials from three or four publishers. Each unit also contained enough material for one classroom in each of the grades 1-6, inclusive, and such manuals and other teaching aids as the respective publishers furnished. Schools received differing numbers of units, depending upon their enrollments. It also should be noted that the materials in these units were in addition to, and not substitutes for, the basal readers and other materials already in the classrooms.

The Florida Migrant Elementary Right-to-Read Program also included the services of consultants to be provided by the respective publishers to the teachers involved in the program. This consulting service was to be provided in the schools and was spaced to provide three visits by each publisher's consultant(s) during the academic year 1970-71. The central purpose of this provision of the program was to enhance the effectiveness of the materials as a means of reducing the reading retardation of agricultural migrant children.

The Florida Migrant Elementary Reading Program also included a third provision contained as an Addendum to each

Purchase Order issued by the State. This provision was to the effect that each publisher and the State Department of Education, Migrant Education Section, agreed to work cooperatively during the academic year 1970-71 toward the development of a basis for performance contracting in reading for agricultural migrant children.

The State Department of Education, on behalf of its Migrant Education Section, entered into an Agreement with the Board of Regents of the Florida State University System under which the authors of this report, in cooperation with the Staff of the Migrant Education Section and the publishers, were to conduct the work implied in the Addendum cited. The work reported herein was conducted under that Agreement.

Rationale and Methodology

A preliminary analysis of the situation suggested that the first task was to specify, or at least to describe, a coherent reading program for elementary grade agricultural migrant children in terms in which a contract could be issued. The fact that none existed may be attributed largely to the autonomy of the several county systems, of schools within systems, and of teachers within schools. Underlying this autonomy was the belief that freedom at each level for the personnel of the system to make their own decisions leads to maximum benefits to children. While this may be true, a consequence was that no comprehensive reading program for elementary agricultural migrant children had been specified, or systematically described

in a manner that would permit its being used as a basis for performance contracting.

None of the fourteen publishers and suppliers who were party to the covenant to work cooperatively toward the development of a basis for performance contracting had supplied materials for a total program. On the contrary, their inputs had been materials addressed to one or more fairly discrete components of a total program. Their materials had been purchased because it was believed that each set would add resources in those areas of reading instruction in which materials already in the schools were judged to be deficient. Therefore, no single publisher or supplier, or any combination of publishers or suppliers, reasonably could be expected to formulate a total reading program on the basis of the specific materials he, or they, had sold to the Florida Migrant Right-to-Read Program.

Since no comprehensive specification of a reading program for agricultural migrant children existed, since the working philosophy of the public schools has led to a pattern of instruction which was not conducive to the development of such by the state school system, and since the development of such a program was not an obligation of the publishers and suppliers of the instructional materials purchased, the responsibility was assumed by the Project Staff.

The Project Staff took several approaches to the development of a working conceptualization of a reading program

for migrant children. It reviewed the professional literature pertaining to reading programs in general and to programs designed for children suffering economic, social and cultural deprivation in particular. It established communications with the publishers who were party to the provisions of the purchase agreements, with supervisory personnel in the participating county school systems. with the State Department Staff, and with selected independent consultants. It reviewed available information on the economic, social and cultural conditions of Florida migrant children, and particularly the implications of these conditions for the content, structure and objectives of a reading program designed for them. The staff also studied the available information on performance contracting and the commonly called "accountability" alternative.

A comprehensive review of the professional literature examined by the Project Staff will not be presented. Instead, seven guiding principles which the Staff derived from its study will be stated.

Each principle points to a major component of a comprehensive reading program, and together they directed the preparation and organization of this suggested set of objectives:

1. Reading, as the process of obtaining meaning and the stimuli for affective reactions from printed symbols, presupposes an antecedent, and concurrent, oral, aural, and perceptual language development.

2. Reading, as defined, requires the development of an increasingly large vocabulary, the individual words of which have definite and correct referents in the learner's real and vicarious experiences.

3. Reading as the process of decoding printed symbols, is based upon the learner's ability to utilize a complex of identifiable word analysis and structural analysis skills and context clues.

4. Reading, as the process of obtaining meaning from printed material, requires the application of certain identifiable skills, kinds of knowledge, and cognitive operations.

5. Reading, as the affective reaction to printed material, is enhanced by the acquisition of certain attitudes toward the self and others; by familiarity with literature appropriate to the age, interests, and background of the learner; and by the interaction of all of these with previous behavioral modifications that he has made.

6. Reading, as the process of obtaining the information basic to the cognitive learning and to the affective responses required for success in school, is enhanced by the acquisition of certain indentifiable skills in the organization of unitary bits of information, skills in the location of sources of pertinent information, and skills in the manipulation and use of the several types of structures which are standard for each of the generally encountered kinds of expository and literary materials.

7. Reading, as the process by which youth and adults obtain the information needed to function effectively in the situations they encounter in out-of-school life, is the direct function of their in-school experience in applying to functional materials the skills subsumed under the six principles stated immediately above.

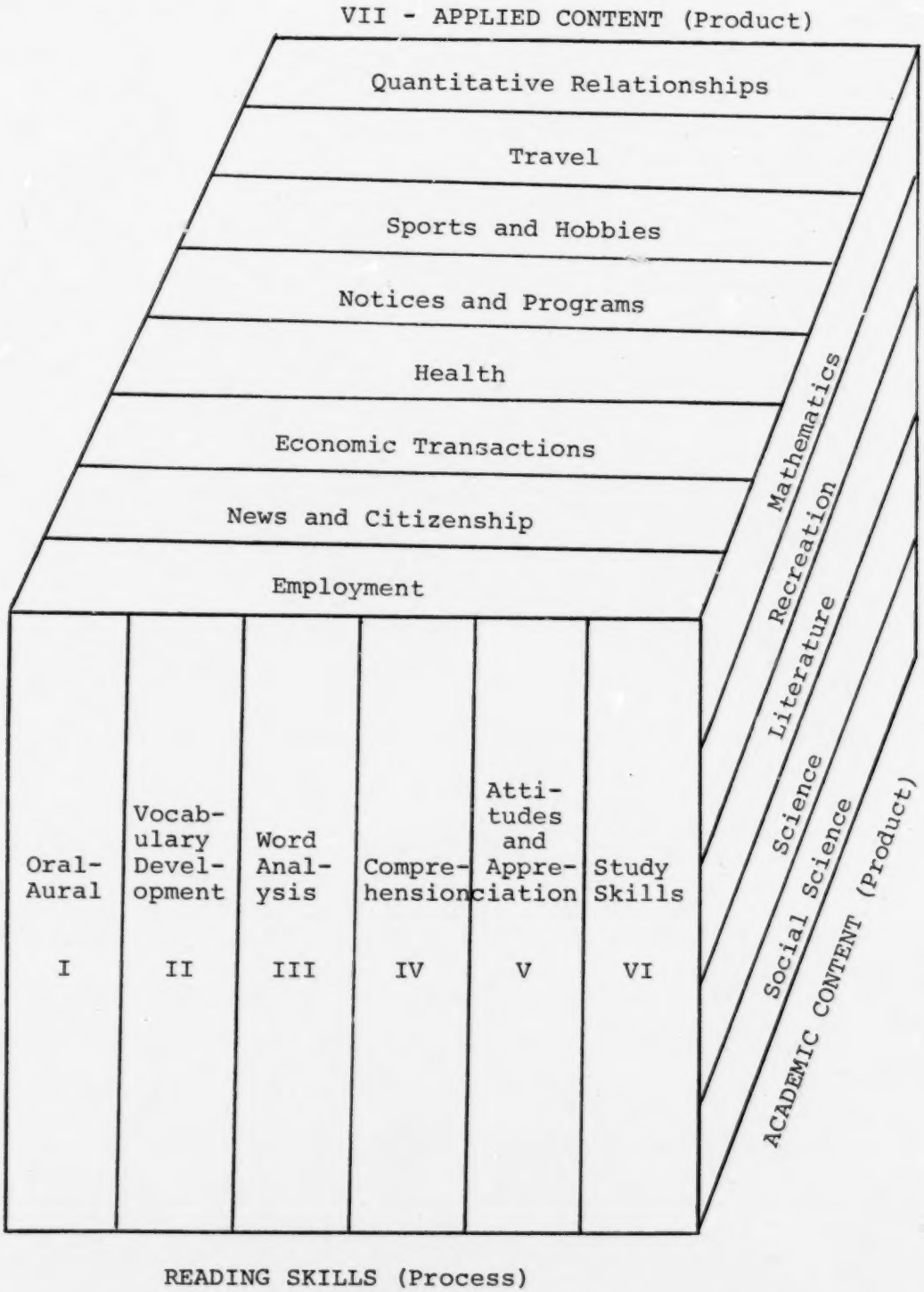
The reader will note that the first six principles pertain to general reading competencies; and the seventh, to the application of the same competencies to materials that are functional in out-of-school life. For brevity, these will be designated "applied" materials.

The Project Staff conceptualized the program as one in which the general competencies, as they were developed, were to be utilized in reading the material associated with the remaining school subjects and in the reading of applied, adult-type materials.

Figure 1 presents in three dimensional form, the interrelationships between the six basic types of skills, or processes, and the two classes of content to be utilized in their teaching. These reading skills, or processes, as they are acquired, also should be put to use in studying other school subjects and in reading the types of adult materials which have real value in the lives of the children and their families. The reader will note that the six basic types of skills, or processes, are depicted on the front face of the model. The general types of academic content are shown on the right side and illustrative types of applied materials on the top face of Figure 1.

The interrelationship between the development of reading skills and the utilization of those skills in the study of the other school subjects is quite generally understood. Its importance to migrant children cannot be overemphasized. During their short and often irregular periods of attendance, they should learn as much as possible in each of their other school subjects. Because they experience frequent changes of textbooks and other study materials, their reading skills must be their "kit of tools" which they use in reading

Figure 1.--Model of Migrant Right-to-Read Program



each new and varied set of study materials which they encounter. Their reading program should include instruction and practice in using reading skills as tools in the study of their other school subjects.

The early development of the ability to read those materials with which migrant families are confronted daily and with which these children soon must cope as young adults, and the early development of the ability to read those types of materials which will enable them to get and to hold jobs and to purchase the daily necessities more wisely, are so important that they make up a major component of the reading program. They are shown as the top face of Figure 1, implying that they are an integral part of the reading program. Simply because applied materials are not as generally used as are other materials in elementary reading programs, they have been emphasized in this program. Section VII of the objectives makes the utilization of the process skills in the reading of applied materials a major goal of the program.

Utilizing these principles as a framework, the staff subjected many types of reading materials and a number of the available lists of elementary reading objectives to critical examination. During this process, it requested and received consultant services from a number of the publishers and suppliers, from the State Department Staff, and from other specialists who were not associated with the Right-to-Read Program. Proceeding in this manner, the Project Staff prepared

a draft copy of reading objectives which it judged to be comprehensive and which it suspected contained objectives that may not be particularly relevant to agricultural migrant children.

As its next step in refining the objectives, the Project Staff engaged the services of a sample of fifty-four elementary teachers who were reported by their principals to be experienced in the teaching of migrant children. To identify these persons, a letter was sent to the principals of most of the schools participating in the program outlining the services to be rendered and stating that each teacher selected would be paid a small honorarium. Each principal was asked to nominate six teachers distributed over the elementary grades. From the pool of names resulting from their replies, a stratified sample of fifty-four names was so drawn that it represented the migrant schools geographically and the program by grade levels.

To each of these fifty-four teachers a letter was sent requesting that he or she contribute to the program by reading critically the draft copy of the objectives and recording his or her judgment about the appropriateness and best grade placement of each objective. The remuneration each would receive was specified. Affirmative replies were received from fifty-two teachers, and the materials were sent to them. Completed returns were received from these fifty-two teachers. The replies of the panel were processed in terms

of frequencies in the categories "inappropriate," "preschool," grades 1-6 severally, and post-elementary school. Independent judgments were also solicited and received from two State Department Staff members.

For a great majority of the objectives, there was a reasonable consensus on the part of the teachers and a concurrence on the part of the State Department members and the Project Staff. In many of the instances in which a consensus was not evident, the subsequent analysis by the Staff suggested that the objectives were so worded that they may have been quite differently perceived by the several respondents. These were reworded, and the judgment of the Project Staff was supplied. In the case of objectives in the applied reading area, it was clear that many teachers simply did not see such materials as a part of an elementary reading program for migrant children. The Staff considered this matter in principle, and objective-by-objective, and retained most of the objectives they had proposed. They believed that this action was justified in terms of the further uses that would be made of these objectives.

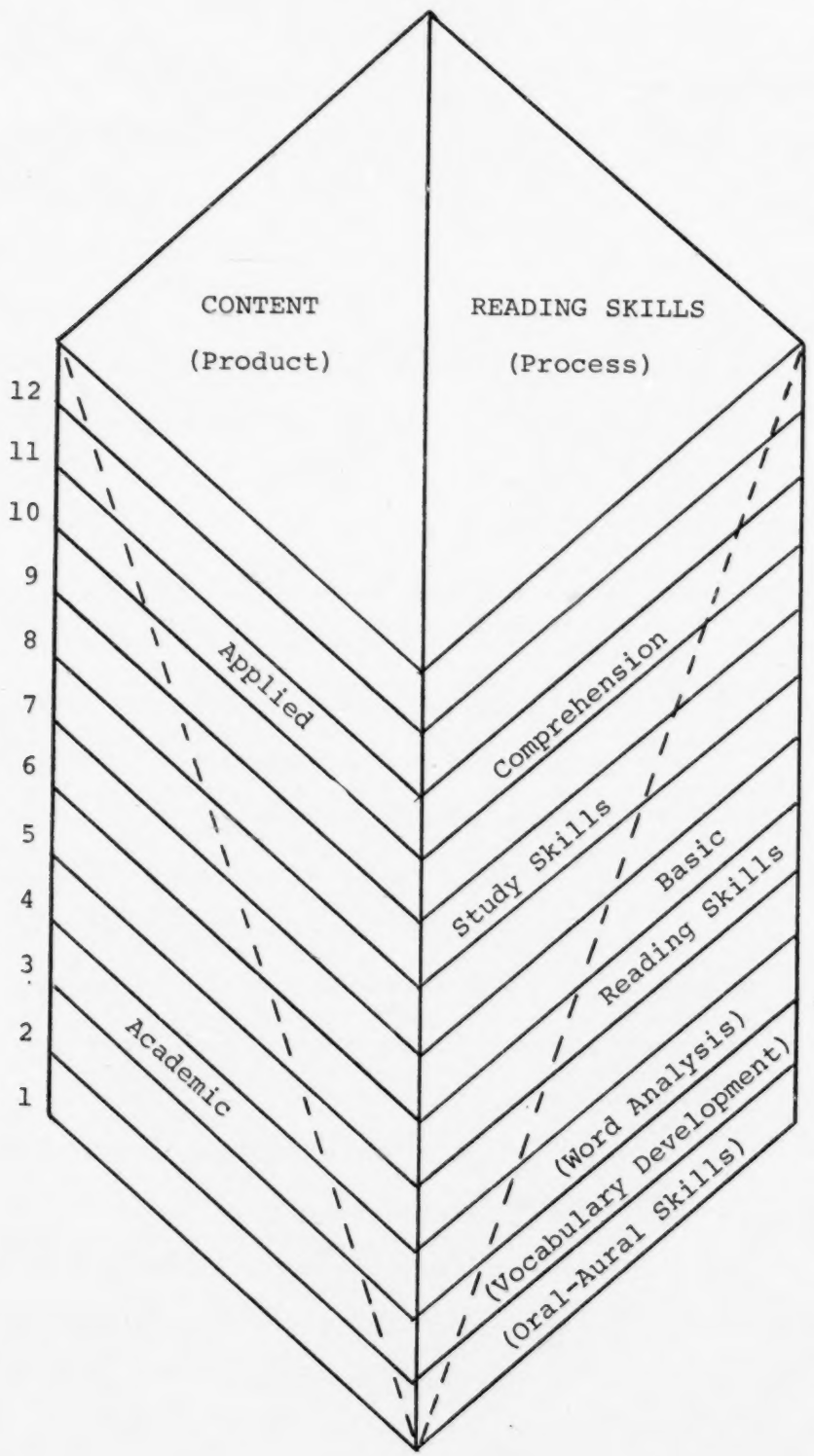
The end product of this work is a reasonably comprehensive set of reading objectives, quite well validated by a consensus of a sample of experienced teachers. In addition, each objective carries one or more index numbers indicating the approximate grade placement or placements of the competency specified.

Some objectives refer to the processes of reading and others, to the content of reading. Of the process objectives, some designate quite distinct skills and others, the more complex cognitive processes involved in comprehension. Of the content objectives, some refer to the content of typical reading programs and some, to the content of other school subjects, i.e., to academic content. Other objectives refer quite specifically to the content of applied materials. A model is presented in Figure 2 which shows the general tendencies of the frequency distributions of the several kinds of objectives over twelve instructional levels.

The model, Figure 2, reports that in terms of content, objectives pertaining to academic work appear with greatest frequency at the lower levels and decrease in number as the upper levels are reached. The frequency of objectives pertaining to applied materials is minimal at the lower levels and increases as the upper levels are reached. In terms of the processes of reading, skill objectives occur most frequently at the beginning levels and decline in frequency as higher levels are reached. Comprehension objectives occur in the reverse order.

In this report, the objectives are presented in three forms. The first is a presentation in outline form in which the placement and cycling of each objective is indicated. In this presentation, the objectives are numbered sequentially within each of seven major sections. The second form brings

Fig. 2.--General tendencies of the frequency distributions of the several kinds of objectives by levels.



objectives together by placement levels. For this purpose, twelve levels were used. They should be considered only approximately sequential and not prescriptive of the order in which objectives should be programmed for instruction in the classroom. The third presentation is in the form of wall charts showing total program schematically. This form should be useful in conceptualizing the program, in teacher training, and in presentations to policymaking groups and to parent groups.

Suggested Uses of the Objectives

The purpose underlying the development of these objectives was to specify a program which would serve the reading needs of migrant elementary school children. The purpose of this section is to suggest ways in which the set of reading objectives may be used. The uses listed here are classified into four, somewhat overlapping, categories: (1) as an aid in the establishment and evaluation of special elementary reading projects for migrant children; (2) as an aid in the development of programs of reading instruction; (3) as a guide in developing reading assessment instruments; and (4) as a guide in organizing, purchasing, or developing instructional materials.

None of these categories, nor the suggestions listed under them, is intended to exhaust the possible uses of these objectives. This listing is intended mainly to point out a few uses and to stimulate readers to devise additional uses.

As an Aid in the Establishment and Evaluation of Special Projects

As mentioned earlier, these objectives were developed as part of a project aimed at establishing a basis for performance contracting in reading for agricultural migrant children. Thus, it seems only reasonable to hope that they can be used for such a purpose. However, in addition to any specific contract, of whatever form, that might evolve from this work, it is hoped that these objectives can be used by any project specially funded to facilitate the education of migrant children. Such projects might be funded and/or initiated at the federal, state, district or school levels. They might be later performance contracts, "accountability models," or simply curriculum projects that deal at least in part with the development of reading programs.

To Assist in the Development of Reading Instruction Programs

The main difference between this set of suggestions and the previous category is that these may not involve any "special funding" and can be initiated at any level. These suggestions are especially intended to be of value to the district, school, or individual teacher who wishes to improve reading instruction, although without special funding. These objectives, especially in their placement level format, may be utilized in the development of a checklist of reading skills to be informally evaluated. The wording of some of the objectives also suggests to the teacher possible instructional

activities that may be used to teach the skills involved in reading.

Because of the growing awareness of the importance of considering individual differences in any learning situation, there is an increased demand for individualized instructional programs. Generally, one of the first steps in the development of such a program is the identification and operational specification of its goals and objectives. It is hoped that this report will be of assistance in that endeavor.

As a Guide in Developing Reading Assessment Instruments

Before one develops or selects any measurement instrument, there is, first of all, a need to identify what it is that one wishes to measure. These objectives may be of help in this process. They can be used in developing an operational definition of reading. Such a definition would be useful in any of the following situations:

1. Development or selection of standardized norm-referenced tests.
2. Development of criterion-referenced tests and diagnostic instruments.
3. Development of a checklist:
    a. For assessing objectives that cannot be measured by paper and pencil tests and, thus, call for observational techniques, i.e., attitudes and early childhood behaviors.
    b. Of instructional procedures for evaluating the activities teachers use in teaching reading.

As A Guide in Organizing, Purchasing, or Developing Instructional Materials

The outline form of presentation of these objectives provides the structure that the user may utilize to identify the quantity and various types of materials available for the teaching of each objective. Such identification would provide the user with information that can be used (1) to provide teachers with an organized listing of the resources available for teaching reading, (2) to identify areas in which additional materials are needed, and (3) to decide what the most effective allocation of resources might be.

From the point of view of educational publishing companies, the most effective use of these objectives may be as a basis for developing new instructional materials. The set of objectives dealing with applied reading suggests that publishers might develop instructional activities embedded in the types of materials that people, including elementary school children, read outside of school. These objectives may provide an idea of the skills which these materials should attempt to teach and of the reading levels at which they should be developed.

CHAPTER II

OUTLINE PRESENTATION

The presentation of the objectives in the following pages is the more detailed and complete of the two contained in this report. It reports the objectives in each of the seven major sections classified under headings and subheadings. It also reports the number assigned to each objective. The numbering system incorporates Roman symbols indicating the several sections and two-place Arabic numbers indicating the serial position of the objective within its section.

Each objective is followed by one or more index numbers. These index numbers were assigned to indicate the grade levels at which test items for the several objectives should be prepared. Thus, an index number of 3.6 indicates to the test maker that the vocabulary level and the sentence and paragraph structure of a series of items measuring the behavior specified should approximate that generally found in reading materials of the type successfully read by children at the sixth month of the third grade. Objectives followed by two or more index numbers require the preparation of as many sets of test items, each set differing in the vocabulary and the structural complexity of the item, but not in the reading task posed by the item.

This form of presentation should be of value to readers who wish to examine the program section-by-section. It brings together the objectives relating to large sections and to subdivisions within each section. The indices following each objective indicate whether or not the objective will receive a cycling treatment, and, if so, the spacing of the repeated treatments.

As indicated above, this presentation is expected to be the best working guide for persons preparing evaluation instruments. The indices are based upon a consensus of fifty-two classroom teachers and considered judgments of the research staff. As such, they should be considered guides and not precise directions.

The outline presentation is not intended to be used in the detained planning of instructional programs. Its organization is inconvenient and there would be a grave danger that the index numbers would be so precisely interpreted that the resulting program would be artificial and rigid. A later presentation in which the objectives are reported by levels, is included for the use of persons planning instructional programs and selecting reading materials.

I. ORAL-AURAL SKILLS

A. LISTENING REACTION AND RESPONSE

1. REACTION AND RESPONSE

I-01..... a. The learner shall demonstrate the ability to comprehend and respond to oral directions. 1.2 2.7

I-02..... b. The learner shall demonstrate the ability to relay a message (telephone, other oral messages) in standard English. 1.4 2.9

2. COMPREHENSION AND INFERENCE MAKING

I-03..... a. The learner shall demonstrate the ability to comprehend the main idea of a literary passage when it is read aloud to him by orally summarizing that main idea in his own words. 1.4 2.7 3.7

I-04..... b. After a literary passage is read to him, the learner will be able orally to list the main characters of that passage. 1.5 2.7 3.4

I-05..... c. The learner will state a logical conclusion to an unfinished story which is read aloud. 1.3 2.7

I-06..... d. After listening to a literary passage, the learner will give an oral response interpreting the characters' actions, emotions and attitudes. 3.6 4.7

I-07..... e. The learner will, after listening to a scrambled story, put the story events in proper order by sequencing picture cards representing episodes in the story heard. 1.5

I-08..... f. The learner will, after listening to a scrambled story, orally tell in his own words the story in the correct sequence. 3.0

I-09..... g. The learner will listen to non-literal statements and/or figurative language and explain their meanings in his own words.

Example: Dick's eyes popped out of his head.--Dick was surprised. 2.4 3.4

I-10..... h. The learner will be able, when directed orally, to listen for a specific detail in a narrative selection and to orally relate his answer. 1.5

I-11..... i. The learner will be able, when directed orally, to listen for a given specific detail in a narrative or expository selection and orally to relate his answer in a complete sentence. 3.1

3. CRITICAL LISTENING

I-12..... a. The learner will be able, when listening to a recording to identify environmental sounds heard. 1.5

I-13..... b. The learner will be able to discriminate between sounds heard in terms of their length, pitch, and distance. 1.5

I-14..... c. The learner will be able, when having heard a simple sentence, to repeat aloud the sentence using the same words and maintaining the tense and order. 2.0

I-15..... d. The learner will be able, when listening to a brief narrative selection, to identify those words which rhyme. 1.6

I-16..... e. The learner will be able, when listening to a brief narrative selection, to supply a missing rhyming word. 2.0

I-17..... f. The learner will be able, when listening to a short narrative selection, to say the words which begin with the same consonant sound. 1.6

I-18..... g. The learner will be able, when listening to a short narrative selection, to say the words which end with the same consonant sound. 1.7

I-19..... h. The learner will be able, when having heard a key word pronounced, to select a picture which represents a word having the same medial vowel sound, and name the object pictured. 1.8

I-20..... i. The learner will be able, when having heard a set of words, to identify and repeat those which have the same medial vowel sound. 1.9

B. SPEAKING

1. RELATION OF STORIES AND EXPERIENCES

I-21..... a. The learner will demonstrate the ability to communicate a personal experience. 1.5 2.5

I-22..... b. The learner will be able orally to state the action depicted in a given picture. 1.4 2.6

I-23..... c. The learner will be able, when having drawn a picture, to dictate a complete sentence concerning his work. 1.3

2. LOGICAL ORGANIZATION OF INFORMATION, THOUGHTS, AND IDEAS

I-24..... a. The learner will demonstrate the ability to organize his thoughts and to present them orally in a logical manner. 1.4 3.0 4.5

I-25..... b. After having created the set of classifications into which he

has sorted a collection containing dissimilar objects, the learner will be able to present orally the underlying rationale of his system and the basis of his decision for the placement of individual objects. 1.3 3.7

3. SPEAKING QUALITY

I-26..... a. The learner shall demonstrate the ability to speak in complete sentences in standard English. 1.3 2.6 4.6

I-27..... b. The learner will demonstrate the ability to speak the parts of more than one character, changing voice and portraying various feelings and needs from popular stories of children's literature. 1.5 2.8 4.8

C. ORAL INTERPRETATION

1. READS ALOUD WITH CORRECT PRONUNCIATION AND INTONATION

I-28..... a. The learner will orally demonstrate his knowledge of punctuation marks by correctly reading sentences punctuated with periods, commas, question marks, and exclamation marks. 1.7 2.8 4.2

2. READS ALOUD WITH FEELING AND EXPRESSION

I-29..... a. The learner, having become familiar with poems, descriptive paragraphs and short stories, reads with poise and expression so as to maintain the interest and attention of his audience. 2.7 3.4 4.5

3. READS ALOUD WITH COMPREHENSION

I-30..... a. The learner will demonstrate the ability to verbalize that reading is the interpretation of speech that has been written and must be reconstructed, orally or silently. 2.5 4.0 5.0

I-31..... b. The learner can read aloud the text of the story and paraphrase its meaning. 2.4 3.9 5.5

4. INTERPRETS CHARACTERIZATIONS, WORD PICTURES, AND MOOD OF TEXT

I-32..... a. The learner can participate in a dramatization of a poem or story presented in the text by reciting his role as it is written. 3.1 4.4

I-33..... b. The learner will orally interpret characterizations, word pictures and moods of selected reading materials. 2.4 3.4 4.6

I-34..... c. The learner will demonstrate an understanding of dialogue by reading aloud from a selection only the words spoken by a given character. 2.5 3.8

D. Oral Language Structure

I-35... 1. The pupil shall demonstrate his ability to decode an obvious repetitive structure by being able to anticipate the next line, the next rhyming word or the next episode. 1.0

I-36... 2. The pupil shall demonstrate his ability to decode parts of interlocking structures where successive lines or episodes have a predictable interlocking relationship with preceding lines or episodes. 1.1

I-37... 3. The pupil shall demonstrate his ability to decode dependable parts of cumulative structure where successive lines or episodes carry forward everything that appeared in previous lines or episodes before adding something new. 1.0

I-38... 4. The pupil shall demonstrate his ability to decode an obvious use of familiar cultural sequences (days of the week, months of the year, ordinal or cardinal numbers, etc.)

by being able to anticipate certain dependable language in the next line or episode. 1.3

I-39... 5. The pupil shall demonstrate his ability to decode certain expressions in events which are part of a literary structure which moves in time sequences (from beginning to end of a happening, a lifetime, etc.). 1.4

I-40... 6. The pupil shall demonstrate his ability to sense the function and order of words in sentences by successfully replacing:

a. Words that name with new words that name.

b. Words that describe with new words that describe.

c. Words that connect with new words that connect.

d. Words that represent action with new words that represent action. 1.3

I-41... 7. The learner shall demonstrate his ability to sense the function and relationships of words in sentences by expanding a core sentence with:

a. Words that describe placed properly in relation to nouns and verbs.

b. Introductory phrases and clauses.

c. Medial phrases and clauses.

d. Final phrases and clauses. 1.4

I-42... 8. The learner shall be able to verbalize his understanding of an author's pattern for putting his story or poem together:

a. Structural elements, such as interlocking relationship from episode to episode, and/or dependable repetition and/or rhyme scheme. (The learner's verbalization may or may not include all structural elements in a given piece of writing, and it may or may not include technical language.) 1.2

I-43... 9. The pupil shall be able to verbalize his understanding of word-order and word-function in a sentence. (This understanding should have something of a quality of generalizing about English sentences rather than simply applying to a particular sentence. This generalizing can be on the basis of personal observation and validation rather than "language rule." For example: A child who says, "It sounds better" when explaining why the adjective comes before the noun, is generalizing about a language pattern his ears have been encountering throughout his years of learning to talk.) 1.0

I-44...10. The student shall describe himself as a successful reader of whole books. 1.4

I-45...11. The student shall verbalize a positive belief that he is a successful reader. 1.4

II. VOCABULARY DEVELOPMENT

A. Sight Vocabulary

1. RECOGNIZES BASIC SIGHT WORDS

II-01..... a. The pupil shall demonstrate his ability to recognize and name pictures depicting 100 basic nouns.

Examples: tree bird pencil house cat church 1.5

II-02..... b. The learner will be able, when given a list of children's names, to identify his own name. 1.1

II-03..... c. Given pre-primer and primer level words selected from the Dolch Basic Sight Vocabulary List, the pupil will recognize each word after three seconds of exposure. 1.5

II-04..... d. Given pre-primer, primer, first and second grade words from the Dolch Basic Sight Vocabulary List, the pupil will recognize each word after three seconds of exposure. 2.5

II-05..... e. Given all the words from the Dolch Basic Sight Vocabulary List, the pupil will recognize each word after three seconds of exposure. 3.5

2. RECOGNIZES SIGHT WORD PHRASES

II-06..... a. The pupil can read and interpret phrases and short sentences composed primarily of words from the pre-primer and primer levels of the Dolch Basic Sight Vocabulary Word List. 1.6

II-07..... b. The pupil can read and interpret phrases and short sentences

composed primarily from the pre-primer, primer, first and second grade levels of the Dolch Basic Sight Vocabulary Word List. 2.6

II-08..... c. The pupil can read and interpret phrases and short sentences composed primarily from all of the words in the Dolch Basic Sight Vocabulary Word List. 3.4

B. Word Meaning

1. BREADTH OF VOCABULARY

a. Recognizes Word Meaning Through Context

II-09..... (1) The pupil will demonstrate the ability to interpret meanings of words in the context of sentences, paragraphs, or passages he has heard or read. 1.3 3.0 4.5

II-10..... (2) The learner can use the context of a passage to determine the meaning of figurative language contained in that passage. 6.5

II-11..... (3) The learner will display his vocabulary skills by replacing nouns and action words within a sentence with new nouns and action words, retaining similar sentence meaning. 4.5

II-12..... (4) The learner will display his vocabulary skills by replacing nouns, action words and descriptive words within a sentence, with new nouns, action words, and descriptive words, maintaining similar sentence meaning. 5.5

DOLCH BASIC WORD LIST BY GRADE LEVELS

*Preprimer

a
and
away
big
blue
can
come
down
find
for
funny
go
help
here
I
in
is
it
jump
little
look
make
me
my
not
one
play
red
run
said
see
the
three
to
two
up
we
where
yellow
you

*Primer

all
am
are
at
ate
be
black
brown
but
came
did
do
eat
four
get
good
have
he
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like
must
new
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our
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please
pretty
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*First Gr.

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them
then
think
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around
because
been
before
best
both
buy
call
cold
does
don't
fast
first
five
found
gave
goes
green
its
made
many
off
or
pull
read
right
sing
sit
sleep
tell
their
these
those
upon
us
use
very
wash
which
why
wish
work
would
write
your

*Third Gr.

about
better
bring
carry
clean
cut
done
draw
drink
eight
fall
far
full
got
grow
hold
hot
hurt
if
keep
kind
laugh
light
long
much
myself
never
only
own
pick
seven
shall
show
six
shall
start
ten
today
together
try
warm

2. DEPTH OF VOCABULARY

a. Match Words with Pictorial or Sound Representation

II-13..... (1) The learner will be able, when shown a given word, to identify it by matching it with a pictured object. 1.8

II-14..... (2) The learner will be able, when shown a picture, to select a word which identifies the object or action shown. 1.6

II-15..... (3) The learner will be able, when shown a given word, to demonstrate or recognize the action suggested.

Examples: run, jump, hop, skip, talk, etc. 2.0

b. Recognizes Denotations, Connotations, Nuances

II-16..... (1) Given pairs of sentences whose denotative meanings are the same, the pupil will tell which sentence creates an unfavorable or favorable impression on the reader. 3.4

II-17..... (2) Given pairs of sentences whose denotative meanings are the same, the pupil will tell which word in the sentence creates an unfavorable or a favorable impression on the reader. 5.0

II-18..... (3) Given an abstract word (e.g., cooperation), the pupil will find examples of this quality in a given story. 4.0

c. Understands Descriptive, Sensory and Abstract Words and Phrases

II-19..... (1) The pupil will match idiomatic expressions with standard phrases that have the same meaning. 4.7

II-20..... (2) The pupil will demonstrate the ability to locate descriptive words in a given passage. 3.2

II-21..... (3) The pupil will demonstrate the ability to locate sensory words in a given passage. 4.6

II-22..... (4) The pupil will demonstrate the ability to locate abstract words in a given passage. 5.5

d. Recognizes Multiple Meanings of Words

II-23..... (1) Given a multiple-meaning word in different contexts, the learner will be able to choose the meaning appropriate to the context.

Example: The child chooses the appropriate given definition of spring for each of the following contexts:
The lion was about to spring.
We had a drink at the spring.
The violets bloom in the spring. 3.6

II-24..... (2) The pupil will be able, when given a sentence containing a particular multiple-meaning word, to select from a list of meanings the one that defines the word as it is used in the sentence. 4.5

II-25..... (3) Given inflected or derived forms of multiple-meaning words in sets of sentences, the pupil will identify those sentences in which the word has the same meaning. 5.5

3. VOCABULARY STRATEGY

a. Recognizes Synonyms, Antonyms, Homonyms

II-26..... (1) The pupil will demonstrate his knowledge of synonyms by: matching synonyms from two groups, substituting a synonym from a given list for a word in a sentence, or finding pairs of synonyms in a given sentence, paragraph or list of words. 3.5 4.5

II-27..... (2) The pupil will demonstrate his knowledge of antonyms by: matching antonyms from two groups, substituting an antonym from a given list for a word in a sentence, or finding pairs of antonyms in a given sentence, paragraph or list of words. 3.5 4.5

II-28..... (3) The pupil will demonstrate his knowledge of homonyms by: matching homonyms from two groups, substituting a homonym from a given list for a word in a sentence, or finding pairs of homonyms in a given sentence, paragraph, or list of words. 3.5 4.5

III. WORD ANALYSIS

A. PHONETIC RECOGNITION

1. AUDITORY PERCEPTION

III-01.....	a.	Given a pair of oral words, the pupil will decide whether the words are the same or different in sound.	1.5
III-02.....	b.	Given a pair of oral words, the pupil will decide whether the words are the same or different and be able to describe the difference in sound in terms of whether it comes at the beginning, middle, or end of the word.	2.6
III-03.....	c.	The pupil will choose one of two similar sounding words, differing only in their initial sounds, to complete a sentence correctly. Example: some; come.	1.7 2.3
III-04.....	d.	The learner will, when having heard a group of words, classify them according to final sound. Example: some; came; come.	1.6 2.5

2. CONSONANTS

III-05.....	a.	The pupil will demonstrate in a variety of ways that he can identify the consonants by letter names.	1.5
III-06.....	b.	The pupil will demonstrate in a variety of ways that he can identify the consonant sounds in their initial, medial and final position.	1.8 2.4
III-07.....	c.	The pupil will demonstrate in a variety of ways that he knows consonant digraph sounds.	1.8 2.7

III-08.....	d.	The pupil will demonstrate in a variety of ways that he knows consonant blend sounds.	1.8 2.5
	3.	VOWELS	
III-09.....	a.	The pupil will demonstrate in a variety of ways that he can identify the vowels by letter name.	1.5
III-10.....	b.	The pupil will demonstrate in a variety of ways that he knows the short vowel sounds.	1.7 2.6
III-11.....	c.	The pupil will demonstrate in a variety of ways that he knows the long vowel sounds.	1.6 2.6
III-12.....	d.	The pupil will demonstrate in a variety of ways that he can identify the schwa sound.	2.5 3.8
III-13.....	e.	The pupil will demonstrate in a variety of ways that he knows the vowel digraph sounds.	2.4 3.7
III-14.....	f.	The pupil will demonstrate in a variety of ways that he knows the vowel diphthong sounds.	2.4 3.8
	4.	VARIANT SOUNDS - SPELLING PATTERNS	
III-15.....	a.	The pupil will identify vowel controllers and demonstrate that he knows the modified vowel sounds.	3.8
III-16.....	b.	The pupil will identify silent letters within given words.	2.4 3.4
	5.	USE OF PHONICS AS A READING TOOL	
III-17.....	a.	The pupil will demonstrate the ability to use his knowledge of phonetic parts to unlock new words.	2.2 3.5

B. Structural Recognition

1. Letter and Word Configuration

III-18..... a. The learner will demonstrate the ability to recognize the likenesses and differences in letter forms. 1.4

III-19..... b. Given two words which are almost identical, the learner can identify each and point out the letter(s) which make(s) them different.

Example: cot; cat. 1.7

III-20..... c. The learner will be able to demonstrate in a variety of ways the ability to identify and use roots, prefixes and suffixes. 2.6 3.4 5.5

III-21..... d. The learner will identify the root word of an affixed word. 2.5

III-22..... e. The learner will identify the root word of an affixed word and any spelling changes involved. 3.7

III-23..... f. The learner will be able to state the number of syllables there are in any given word of three syllables or fewer. 2.6

III-24..... g. The learner will be able to state the number of syllables in any given word and identify the accented syllable. 3.6

III-25..... h. The learner will be able to divide any given word in his reading vocabulary into syllables and correctly place the appropriate accent marks. 4.4

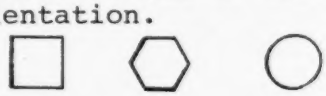
III-26..... i. The learner will be able to identify compound words and divide the word into its component parts. 2.4 3.5

III-27..... j. The learner will demonstrate the ability to recognize visual similarities in rhyming words. 2.3 3.4

2. VISUAL DISCRIMINATION

III-28..... a. The learner will demonstrate the ability to follow lines on a page from left to right and from top to bottom. 1.3

III-29..... b. The learner will be able to match key shapes that are identical in terms of form and orientation.

(e.g., ) 1.3

III-30..... c. The learner will be able to identify colors, i.e., blue, green, black, yellow, red, orange, white, brown, purple, named by the teacher. 1.3

III-31..... d. Given a picture of several objects containing one similar element, the learner will identify that element. 1.3

III-32..... e. Given a group of geometric shapes of dissimilar size, the pupil will match those which are similar in form. 1.3

III-33..... f. Given a set of objects, or geometric forms of similar shape. the pupil will order them on the basis of size. 1.3

III-34..... g. Given a group of several lines of dissimilar lengths, the student will determine the longest, the shortest, or the middle length line. 1.3

III-35..... h. Given identical letters and one clearly different, the student will identify the different letter. 1.3

III-36..... i. Given a row of four pictures, three of which are related and one of which is not, the student will identify the unrelated illustration. 1.3

III-37..... j. The learner is able to pick the letter--upper or lower case--or number in a series that is identical to a key letter or number. 1.3

III-38..... k. The learner is able to pick the word in a series that is identical to a key word, e.g., down: wand; down; bone; find. 2.0

III-39..... l. The learner is able to pick the phrase in a series of phrases that is identical to a key phrase.

Example: back and forth

back and find
back and forth
found it today 2.5

III-40..... m. The learner will be able, when presented with a group of words, to select the one which is configuratively different. 1.6

3. RECOGNIZES WORD FORMS

III-41..... a. The pupil will demonstrate the ability to recognize, form, and use contractions. 1.9 3.5

III-42..... b. The pupil will demonstrate the ability to recognize, form, and use plurals. 2.3 3.6

III-43..... c. The pupil will demonstrate the ability to recognize, form, and use possessives. 2.7 3.4

III-44..... d. The learner will be able to identify a verb tense in context as past, present, or future. 3.2 4.0

III-45..... e. The learner will be able to determine whether or not a paragraph is consistent in terms of the tense in which it is written. 5.6

III-46..... f. The pupil will demonstrate the ability to recognize, form and use adjectives. 2.7 4.0 5.5

4. PUNCTUATION

III-47..... a. The pupil will demonstrate the correct use of the following punctuations of sentences and interpret the function of each: period, comma, exclamation point, question mark, quotation marks, semicolon, colon, parentheses, and hyphen (to divide words). 2.4 4.1 5.0

C. CONTEXT

1. Interprets Pictures

III-48..... a. The pupil will demonstrate the ability to use pictures as clues to words, meanings, characterization, sentence completion and sequence of events. 1.5 2.5

III-49... 2. The learner will demonstrate the ability to use context clues combined with initial sounds of words as an aid in decoding words in his speaking vocabulary. 2.3 3.5

III-50... 3. The learner will demonstrate the ability to use context clues combined with punctuation marks to determine the meaning of a word or simple sentence. 2.4

III-51... 4. The learner will demonstrate the ability to use context clues combined with punctuation marks to determine the meaning of a word, phrase, or sentence. 3.8

III-52... 5. The learner will demonstrate the ability to use context clues combined with punctuation marks to determine the meaning of a word, sentence, or paragraph. 4.6

IV. COMPREHENSION

A. Find Main Ideas

1. RECOGNIZES MAIN IDEA

IV-01..... a. The learner will be able to read a selection and then identify or relate a brief statement summarizing the main idea(s). 2.9 5.5

IV-02..... b. The learner will demonstrate his grasp of the main idea of a reading selection by: arranging the ideas within sub-headings, locating the main idea, or, if given questions, identifying those that ask about the main idea. 3.6 5.0 6.3

2. RECOGNIZE ORDER AND SEQUENCE

IV-03..... a. The learner will be able, when presented with a set of pictures, to logically sequence the pictures and relate a "story." 1.4 2.7

IV-04..... b. The pupil will demonstrate the ability to sequence events from a selection he has read by: listing the events in logical or chronological order, unscrambling phrases and sentences, or illustrating the events in order. 2.4 4.0 4.5

IV-05..... c. The pupil will demonstrate the ability to follow sequential directions involving several steps. 2.1 4.0 5.0

3. TITLE AND OUTLINE

IV-06..... a. The pupil will title the story or suggest a caption, given a picture or an excerpt. 2.3 4.0 5.0

IV-07..... b. The learner will choose appropriate subtitles for a story and indicate the parts to which they apply. 3.6 4.4 5.6

IV-08..... c. Given the titles of a set of stories he has read recently, the learner will match titles and story details. 2.9

4. FOLLOW WRITTEN DIRECTIONS

IV-09..... a. After reading specific information that provides directions, the learner will demonstrate his comprehension by carrying out the directions. 2.9 3.6

5. KEY WORDS AND TOPIC SENTENCES

IV-10..... a. The learner will identify the key words in a printed sentence. 3.3 4.6

IV-11..... b. The learner will identify the topic sentences of paragraphs of reading materials. 3.4 5.0

B. Locate and Recall Specific Information

1. REMEMBERING INFORMATION

a. Recalls Main Characters and Supporting Details

IV-12..... (1) The learner will identify the main character or hero in a story and select from several given statements, the most suitable statement about him. 2.1 4.0 6.0

IV-13..... (2) The learner can read material and indicate comprehension by answering questions based upon specific content. 2.4 3.6 5.5

2. LOCATING SPECIFIC INFORMATION

a. Recognizes and Locates Supporting Details

IV-14..... (1) The pupil will indicate by stating or identifying at least one rational reason why a certain statement has, or has not, been proved in a given passage. 4.6 6.0

IV-15.....	(2)	The pupil will indicate which of several sentences or paragraphs supports a statement.	3.2 4.6 5.7
IV-16.....	(3)	Given a reading passage, the pupil will locate information in it that will support or oppose a given statement or opinion.	4.1 5.1 6.2

C. Critical Reading

1. Logic

IV-17.....	a.	The learner will be able to distinguish relevant from irrelevant information.	4.3 5.1 6.4
IV-18.....	b.	The learner will be able to locate and identify stated, but unidentified, assumptions.	4.2 6.0
IV-19.....	c.	The learner will be able to identify illogical thinking, inconsistencies, fallacies or discrepancies in a given selection.	4.5 6.0 6.8
IV-20.....	d.	The learner will be able to determine whether or not given passages contain sufficient information to support logical conclusions.	5.2 6.6

2. Judgment

IV-21.....	a.	The learner will be able to identify the author's point of view and bias.	5.0 6.5
IV-22.....	b.	The learner will be able to recognize the author's objective as evidenced by his ability to state or identify the author's purpose.	4.6 5.5 6.4
IV-23.....	c.	The learner will demonstrate the ability to distinguish fantasy from reality.	2.2

IV-24.....	d.	The learner will demonstrate the ability to distinguish fact from opinion.	4.2	6.7	
IV-25.....	e.	The learner will be able to identify persuasive devices and techniques used by various media.	5.4	6.7	
IV-26.....	f.	The learner will be able to identify the presence or absence of sufficient information for making judgments.	4.6	6.0	
IV-27.....	g.	Given a specific task, the learner will determine whether or not the directions or instructions supply sufficient information for the completion of the task.	4.3	5.7	6.8

3. CRITICISM AND COMPARISON

IV-28.....	a.	The learner will be able to identify points of view, plots, themes and moods.	4.8	5.8	
IV-29.....	b.	The learner will be able to classify and to categorize any given list of "things" under a set of headings which are either given or that he specifies on the basis of examining the similarities and differences between the "things" listed.	3.2	5.5	6.3

4. INFERENCE MAKING

IV-30.....	a.	The learner will be able to make valid interpretations by identifying equivalent statements.	5.6	6.6	
IV-31.....	b.	The learner will demonstrate the ability to understand the meaning of non-literal statements and figurative language by stating or identifying their literal meaning.	4.4	6.0	

IV-32.....	c.	The learner will be able to interpret characters' actions, emotions, and attitudes; and infer character traits and determine motives.	3.0 5.2 6.1
IV-33.....	d.	The learner will demonstrate the ability to predict outcomes and draw conclusions.	3.0 4.5 6.1

V. ATTITUDES AND APPRECIATION

A. ATTITUDES

1. TOWARD READING

V-01..... a. The learner will demonstrate an understanding that reading is a form of communication between the author and the reader by using such expressions as "the book told me." 2.3

V-02..... b. The learner will demonstrate an understanding of the importance of reading as a source of general information by voluntarily using reading materials as sources of information used in reports. 3.4

V-03..... c. The learner will demonstrate an understanding of the importance of reading to learn school subjects by voluntarily using reference materials in his study of other school subjects. 4.5

2. TOWARD SELF AS A READER

V-04..... a. The student shall demonstrate a positive belief that he is a successful reader. 2.3 3.8 5.5 6.4

V-05..... b. The child verbalizes his feelings of empathy with characters in a story and explicates that empathy by relating specific instances of the ways the material read fits into his own repertoire of experiences. 2.1 3.1 4.1 5.1 6.1

V-06..... c. The child will show an ability to identify and articulate his reading skill needs during an exchange of ideas with his teacher. 2.3 3.3 4.3 5.3 6.3

3. ENJOYMENT

V-07.....	a.	The learner will demonstrate that he enjoys reading in school by recommending reading material to his peers.			2.3		
V-08.....	b.	The child will choose to read during his "free time" at least as often as he chooses some other activity.			3.6		
V-09.....	c.	The learner will demonstrate by his speech or actions that material read has elicited an emotional response.	2.4	3.4	4.4	5.4	6.4
V-10.....	d.	The learner will show an increase in the length of time during which he voluntarily reads silently.		3.1	4.1	5.9	6.6
V-11.....	e.	The child will voluntarily select a book to read and, given the time, will complete it or will be able to articulate satisfactorily his reasons for stopping.	2.8	3.8	5.0	5.8	6.8
V-12.....	f.	The child will be able to demonstrate his ability to verbalize his feelings of likes and dislikes about a literary work.			4.8	5.8	6.8

B. APPRECIATION OF, AND FAMILIARITY WITH, STANDARD CHILDREN'S LITERATURE

V-13...	1.	The learner will be able to identify the principal characters and recall significant episodes in standard literary selections appropriate for children of his age.	1.3
V-14...	2.	The learner will be able to identify the principal characters, recall significant episodes and reveal the structural techniques used by the	

author in standard literary selections appropriate for children of his age. 2.3

V-15... 3. The learner will be able to identify the principal characters, recall significant episodes, reveal the structural techniques used by the author and recall the plot in standard literary selections appropriate for children of his age. 3.3

VI. STUDY SKILLS

A. ALPHABET USAGE

VI-01... 1. The pupil will demonstrate that he can identify upper case letters. 1.4

VI-02... 2. The pupil will demonstrate that he can identify both upper and lower case letters. 2.0

VI-03... 3. The pupil will demonstrate the ability to repeat the entire alphabet in sequence. 1.4

VI-04... 4. The pupil will demonstrate the ability to name all the letters of the alphabet when they are presented to him in print. 2.0

VI-05... 5. The pupil will demonstrate his ability to reproduce letters of the alphabet with pencils or crayons. 2.0

VI-06... 6. The pupil will demonstrate that he can arrange words in alphabetical order when given a random list of words which contain different first letters. 3.5

VI-07... 7. The pupil will demonstrate the ability to arrange words in alphabetical order when given a list of random words whose first letters are the same. 4.5

B. OUTLINING

VI-08... 1. Given major points in a formal outline, the learner will demonstrate the ability to select and fill in subordinate points from paragraphs.

Example:
I. Cows Serve Mankind
A.
B.

II. Milk Has Many Values
A.
B.
C. 5.0

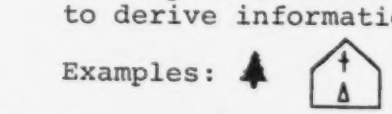
VI-09... 2. Given selections of paragraphs, the learner will demonstrate the ability to select and order in topic form the main ideas into a formal outline. 6.0

VI-10... 3. The pupil will demonstrate his ability to coordinate language in outlining.

Example: using all words
using all phrases
using all sentences 6.9

C. Read from Maps

VI-11... 1. The learner will demonstrate the ability to use realistic pictures to derive information from maps.

Examples:  2.5

VI-12... 2. The learner will demonstrate the ability to interpret the relative size of areas in semipictorial maps.

Examples: school playground
lakes
roads 3.5

VI-13... 3. The learner will demonstrate the ability to use a key and a legend which contain nonpictorial symbols to derive information from maps.

Examples: lines
dots
dashes 4.5

VI-14... 4. The learner will demonstrate the ability to use a scale bar referent or verbal referent to compare and determine distance between points one or more referent units apart when one referent equals two or more standard units of measure.

Examples: 1 inch = 4 miles; the child concludes that 3 inches = 12 miles. 5.5

VI-15... 5. The learner will demonstrate the ability to identify the differences in amount of detail among maps of the same area drawn to different scales.

Examples: 1 inch = 1000 miles
1 inch = 100 miles
1 inch = 30 miles 6.5

D. Read from Tables

VI-16... 1. The learner will demonstrate the ability to (a) determine the purpose, (b) locate a cell, (c) compare relative amounts when given a single-column table with three rows.

Examples:

a. The learner determines that a table shows the number of automobile accidents that each of three states has had in a given year.

b. The learner determines a point of intersection for a specific state and the number of automobile accidents.

c. The learner will use descriptive language (most, least) to compare the quantities of one state's number of automobile accidents against another. 3.5

VI-17... 2. The learner will demonstrate the ability to (a) determine the purpose, (b) locate a cell, (c) compare relative amounts when given a multi-column table with four or more columns and rows.

Examples:

a. The learner determines that a table shows the number of automobile accidents that each of five states has had in a given year.

b. The learner determines a point of intersection for a specific state and the number of automobile accidents.

c. The learner will use descriptive language (most, least) to compare the quantities of one state's number of automobile accidents against another. 4.5

E. Read from Graphs

VI-18... 1. The learner will demonstrate the ability to (a) determine the purpose, (b) compare relative amounts, (c) extract direct information, and (d) make a summary statement when given a vertical bar graph which has a small interval, e.g., 10-20.

Examples:

a. The learner determines that a table shows the number of automoble accidents that each of three states has had in a given year.

b. The learner determines a point of intersection for a specific state and the number of automobile accidents.

c. Sum by counting number of accidents in a given state.

d. Learner concludes that one state has most of the accidents of the three. 4.0

F. Dictionary Skills

VI-19... 1. The pupil will demonstrate the ability, when given a list of words and a dictionary, to locate each word and identify what its grammatical abbreviation represents. 5.0

VI-20... 2. The pupil will demonstrate the ability to use standard dictionary skills to determine the pronunciation of unfamiliar words. 4.0 5.0

VI-21... 3. Given a set of words in context, the pupil will demonstrate the ability to select from dictionary definitions the appropriate meanings of the words. 4.2 5.2

G. Library Skills

VI-22... 1. The pupil will demonstrate the ability to use standard library skills to locate the principal types of reading materials relating to recreational interests and study needs. 4.1 5.5

H. Abbreviations

VI-23... 1. The pupil will demonstrate the ability to supply correct abbreviations for words in the following categories:

a. titles, e.g., Doctor, Dr.; Mister, Mr.

b. business terms - Incorporated, Inc; cash on delivery, C.O.D.

c. time measurement - week, wk.; year, yr.

d. liquid and linear measurements - quart, qt.; foot, ft.

e. correspondence terms - Avenue, Ave.; Boulevard, Blvd. 5.0

I. Parts of Books

VI-24... 1. The pupil will demonstrate the ability to locate specific information within a textbook by using its index. 4.5 5.8

VI-25... 2. The pupil will demonstrate the ability to answer specific questions about information contained on a title page when given a book with a title page. 3.4

VI-26... 3. The pupil will demonstrate the ability to locate specific information within a book's table of contents. 4.5 5.8

VI-27... 4. The pupil will demonstrate the ability to locate the glossary of a textbook and use it to find the definitions of a given list of words. 4.5

J. Ability to Adjust Reading Rate

VI-28... 1. The pupil will demonstrate the ability to adjust his reading rate to several types of reading materials and to his purpose for reading each. 3.2 4.5 6.3

VII. APPLICATIONS

A. VOCABULARY

1. SIGHT VOCABULARY

a. Recognizes Basic Sight Words

VII-01..... (1) The pupil shall demonstrate the ability to recognize and to name basic articles of food offered for sale in newspaper advertisements. 3.1

VII-02..... (2) The pupil shall demonstrate the ability to recognize the standard basic sight words as they appear in advertisements in catalogs and newspapers (pounds, price, cost, tax, etc.). 3.1 5.1

VII-03..... (3) The pupil will demonstrate the ability to read words from common signs.

Example: Exit, Emergency, Office, Restroom, Poison. 2.0

VII-04..... (4) The pupil will demonstrate the ability to read words from common road signs.

Example: Curve, Slow, Caution, Speed Limit, Hospital Zone, School Zone. 2.0

VII-05..... (5) The pupil will demonstrate the ability to distinguish between kinds of products using picture reading and familiar trademarks.

Example: Corn Flakes, Rice Krispies, Froot Loops, etc. 1.4

b. Recognizes Sight Word Phrases

VII-06..... (1) The pupil shall demonstrate the ability to read and interpret phrases and short

sentences composed of words in his vocabulary as they appear in applied material (special sale, extra nice, reduced for quick sale, tax included, etc.). 3.2

VII-07..... (2) The pupil will demonstrate the ability to read the signs he observes in his neighborhood or the local shopping center.

Example: Food Fair, A & P, Drug Store, Theater, TV Repair, Hardware Store, U. S. Mail. 2.3

2. WORD MEANING

a. Breadth of Vocabulary

VII-08..... (1) The pupil will demonstrate the ability to interpret the meaning of words from the context of applied material being read.

Example: While reading from a typical diner menu, the child should infer that words grouped together name foods in the same class. 3.1

b. Depth of Vocabulary

(1) Matches word with pictorial or sound representation

VII-09..... (a) The learner will demonstrate the ability to match words with objects pictured in newspapers, catalogs, advertisements and other applied materials. 2.2

VII-10..... (b) The learner will demonstrate the ability, when shown a given word in an applied

context, to identify the object or action represented.

Example: "Stir" and a picture of cake baking. 2.5

VII-11..... (c) The learner will be able to name and describe, or define in terms of purpose or use, objects and actions depicted in pictures in a variety of applied materials. 2.5

VII-12..... (d) The learner will demonstrate the ability to group objects and words representing specific articles and actions in applied materials under classifications: i.e., dresses, coats, shoes, underclothing, etc. 2.4

(2) Understands abstract words and phrases as used in applied materials

VII-13..... (a) The pupil will demonstrate the ability to locate descriptive and idiomatic words and phrases in different types of applied materials.

Example: "Passes sailed into the wind," "upended on a run," "punts," etc., from sports pages; prices soar; etc. 5.1

VII-14..... (b) The pupil will demonstrate the ability to identify and interpret the parts of catalog presentations.

Example: The "sales pitch," the qualitative description, size, weight, cost, etc. 5.0

c. Vocabulary Strategy

VII-15..... (1) The pupil will demonstrate that he can identify words in applied reading passages having the same or closely similar meanings. 4.1

VII-16..... (2) The pupil will demonstrate that he can identify words in applied passages that have opposite, or nearly opposite meanings. 4.0

VII-17..... (3) The pupil will demonstrate that he can classify in terms of use or function, items or objects presented pictorially in applied materials. 3.1

VII-18..... (4) The pupil will demonstrate that he can classify in terms of use or function, items or objects named in applied materials. 3.3

B. Oral-aural Skills

1. LISTENING REACTION AND RESPONSE

a. Reaction and Response

VII-19..... (1) The learner will demonstrate the ability to understand a variety of types of applied material when orally presented to him, by making appropriate comments, asking pertinent questions, or following the directions given. 3.2

b. Comprehension and Inference Making

VII-20.....	(1)	The learner will demonstrate the ability to comprehend a passage of applied material read aloud to him, by orally summarizing the principal idea.	4.7
VII-21.....	(2)	The learner will demonstrate the ability to reach a logical conclusion from a selection of applied material which has been read aloud to him.	3.1
VII-22.....	(3)	The learner will demonstrate the ability to put into proper order (logical or chronological) the disorganized parts of a selection of applied material which has been read aloud to him.	4.2
VII-23.....	(4)	The learner will demonstrate the ability to identify the crucial or technical point in an orally presented selection of applied material.	5.2

c. Critical Listening

VII-24.....	(1)	The learner will demonstrate the ability, when having heard a complete sentence typical of those used in a variety of applied situations, to remember and to repeat it as presented.	3.2
VII-25.....	(2)	The learner will demonstrate the ability to listen to specialized and/or technical words in a variety of applied fields and to pronounce them correctly, with particular attention to their medial and terminal sounds and accent.	4.1 6.0

2. SPEAKING

a. Participation

VII-26..... (1) When applied problems are under consideration by a group, the learner will demonstrate the ability to contribute pertinent information and points of view with clarity and precision. 4.1 6.1

VII-27..... (2) The learner will demonstrate the ability to lead and/or preside over a group dealing with an applied problem or situation. 5.2 6.2

b. Relation of Experiences

VII-28..... (1) The learner will demonstrate the ability to contribute succinct reports of his own experiences which are pertinent to the consideration of an applied problem or situation. 4.3 6.0

VII-29..... (2) The learner will demonstrate the ability to summarize a group discussion of an applied problem or situation. 5.2 6.5

c. Logical Organization of Information, Thoughts and Ideas

VII-30..... (1) The learner will demonstrate the ability to organize his information and ideas about applied topics and to present them orally to a real audience. 5.2 6.2

VII-31..... (2) The learner will demonstrate the ability to reorganize and edit accounts or reports of real experiences which he has dictated into a recorder. 5.3

VII-32.....	(3)	Given several objects, or actions occurring in an applied situation, the learner will dictate categories within which they can be classified.	5.0	6.5

d. Speaking Quality

VII-33.....	(1)	The learner will demonstrate the ability to adjust his speech patterns to the audiences involved in representative applied situations.	5.2	6.5
VII-34.....	(2)	The learner will demonstrate the ability to use standard American pronunciation, grammar, usage and syntax in situations involving a cross-section of the American public.	5.2	6.6

3. ORAL INTERPRETATION

a. Reads Aloud with Correct Pronunciation and Intonation

VII-35.....	(1)	The learner will demonstrate the ability to read orally selections of expository applied material, correctly interpreting the periods, commas, question marks and exclamation points.	3.5	6.0

b. Reads Aloud with Comprehension

VII-36.....	(1)	The learner will demonstrate the ability to locate and to read orally the statement in an applied selection that conveys a specific piece of information or answers a specific question.	4.0	5.8
VII-37.....	(2)	The learner will demonstrate the ability to read		

aloud the text of an applied selection and to paraphrase its meaning. 4.0 5.7

C. Word Analysis

1. PHONETIC USAGE

VII-38..... a. The pupil will demonstrate the ability to use effectively knowledge of phonetic parts to unlock new words as they appear in representative applied materials. 3.5

2. STRUCTURAL RECOGNITION

VII-39..... a. The pupil will demonstrate the ability to use effectively the several letter and word configuration skills in reading applied materials. 3.2

VII-40... 3. The pupil will demonstrate the ability to use effectively the several word form recognition skills in reading applied materials. 3.5

VII-41... 4. The pupil will demonstrate the ability to use effectively the several kinds of punctuation marks in reading applied materials. 3.5

VII-42... 5. The pupil will demonstrate the ability to use context clues in combination with other applicable skills in reading applied materials. 3.5

D. Comprehension

1. FINDING MAIN IDEAS

a. Recognize Main Ideas

VII-43..... (1) The learner will demonstrate that he grasps the central idea of a section, or of a total selection of

applied material by formulating a title, making a summary or a summarizing statement. 5.0 6.4

b. Recognize Order and Sequence

VII-44..... (1) The learner will demonstrate the ability to read and to put into proper order (logical or chronological) the disorganized parts of a selection of applied material. 3.3 4.8 5.8

VII-45..... (2) The learner will demonstrate that when presented with a set of drawings or illustrations showing critical operations in a task described in a manual, cook book, etc., he can order the illustrations in the correct sequence. 5.0 5.9 6.8

c. Understand the Interrelationships of Ideas

(1) By writing or rewriting, the learner will demonstrate a knowledge of the principal kinds of information, and the order in which the information is presented, in such types of applied materials as:

VII-46..... (a) Advertisements of different articles. 5.3 6.5

VII-47..... (b) Directions for performing different types of tasks. 5.2 6.4

VII-48..... (c) Accounts of games, sports and parties. 4.8 5.8

VII-49..... (d) Health bulletins and posters. 4.3 5.5

d. Summarize

VII-50..... (1) The learner will demonstrate the ability to summarize briefly the principal points presented in selections of applied materials. 4.3 5.5 6.5

e. Title and Outline

VII-51..... (1) The pupil will construct a title or a caption for a passage of applied material or for a picture showing a central event or relationship. 4.8 6.0

VII-52..... (2) The pupil will demonstrate the ability to supply titles and subtitles for the purpose of clarifying a continuous selection of applied material, such as a long set of directions or a long exposition. 5.3 6.5

f. Follow Written Direccions

VII-53..... (1) After reading pertinent instructions, the pupil will demonstrate the ability to carry through sequentially specific sets of directions. 3.5 5.0 6.3

VII-54..... (2) The pupil will demonstrate the ability to read typical application forms by filling them in correctly. 5.6 6.7

VII-55..... (3) The pupil will demonstrate the ability to read typical order forms by filling them in correctly, utilizing the information supplied in advertisement of the articles being ordered. 5.9 6.9

g. Key Words, Topic and Critical Sentences

VII-56..... (1) The learner will demonstrate the ability to identify the key words in such applied materials as advertisements, "help wanted" notices, job descriptions, newspaper articles, government regulations, and propaganda pieces. 5.7 6.8

VII-57..... (2) The learner will demonstrate the ability to identify the topic sentences of paragraphs or sections of newspaper accounts of "the news," sporting events, social activities, editorials and columns. 5.6 6.5

VII-58..... (3) The learner will demonstrate that he can identify the critical sentences in propaganda pieces, such as handbills, labor and/or management publications circulated in the community, advertisements of products of varying quality, training courses, labor recruitment posters, etc. 6.8

2. RECALLING AND LOCATING SPECIFIC INFORMATION

a. Remembering Information

(1) Recalls main ideas

VII-59..... (a) After having read material dealing with an applied topic or problem, the learner is able to write in his own words a cogent paragraph giving the main ideas presented. 5.8 6.8

(2) Recalls main characters and supporting details

VII-60.....	(a)	The learner will identify the main character, participant, or authority responsible for an event or action reported in a newspaper and other type of mass media.	5.3 6.5
VII-61.....	(b)	The learner will demonstrate the ability to follow and to recall the activities of a "public person" (athlete, president, movie actress), or of an extended operation (a moon-shot, a building project) over a period of time.	5.3 6.1
VII-62.....	(c)	The learner can read applied material and indicate comprehension by answering questions based upon specific content.	2.4 3.6 5.2

b. Locating Specific Information

(1) Locates and recognizes supporting details

VII-63.....	(a)	The pupil will demonstrate that he can locate and recognize the details giving the essential description of articles offered for sale in advertisements.	5.3 6.5
VII-64.....	(b)	The pupil will demonstrate that he can locate and interpret the essential details given on proprietary drug labels, in recipes, instructions and the directions for the use of appliances, etc.	5.5 6.5

VII-65..... (c) The pupil will demonstrate that he can compare two similar articles in terms of the similarity of, and differences between, the details reported in their respective descriptions. 5.1 6.3

VII-66..... (d) The pupil will demonstrate that he can locate and recognize "sales pitches," "appeals to vanity," spurious or irrelevant claims made for articles offered for sale, or in arguments for participating in a specified line of action. 6.8

3. CRITICAL READING

a. Judgment

VII-67..... (1) The learner will demonstrate that he can determine the author's objective in writing applied material. 5.7 6.7

VII-68..... (2) The learner will demonstrate the ability to distinguish fact from opinion in applied materials. 5.3 6.5

VII-69..... (3) The learner will demonstrate the ability to identify persuasive techniques and devices used in principal types of applied materials. 6.4

b. Criticism and Comparison

VII-70..... (1) The learner will demonstrate the ability to compare, on the basis of given criteria, two or more applied selections

dealing with the same subject. 5.7 6.7

VII-71..... (2) The learner will demonstrate the ability to develop relevant criteria for the comparison of two or more presentations of representative applied topics (two posters appealing for contributions). 6.0 6.8

E. Study Skills

1. OUTLINING

VII-72..... a. The pupil will demonstrate the ability to utilize standard techniques in outlining selections of applied reading materials. 5.5 6.7

2. READ FROM TOTAL ENVIRONMENT

VII-73..... a. The pupil will demonstrate the ability to read the types of maps, figures, tables, etc., that appear in applied materials. 5.5 6.5

3. ABILITY TO ADJUST READING RATE

VII-74..... a. The pupil will demonstrate the ability to adjust his reading rate to the several types of applied reading materials and to his purposes for reading each. 5.5 6.6

4. ALPHABET USAGE

VII-75..... a. The pupil will demonstrate that he can use alphabetical order to locate items in catalog indices and other indices appearing in applied materials (telephone book). 4.1 5.4

5. REFERENCE SKILLS

a. Dictionary Skills

VII-76..... (1) The pupil will demonstrate the ability to use standard dictionary skills to determine the pronunciation of unfamiliar words occurring in applied materials. 4.8 5.7

VII-77..... (2) The pupil will demonstrate the ability to select from dictionary definitions the meanings of words as used in applied materials. 4.7 5.7

b. Library Skills

VII-78..... (1) The pupil will demonstrate the ability to use standard library skills to locate materials dealing with applied topics or problems. 4.6 5.9

6. ABBREVIATIONS

VII-79..... a. The pupil will demonstrate the ability to recognize and interpret abbreviations and acronyms used in selections of applied reading materials. 4.8 5.9

CHAPTER III

PRESENTATION BY LEVELS

The purpose of this form of presentation is to bring together those objectives which are judged to be appropriate for children whose general reading development lies within one or another of twelve fairly narrow bands. This presentation is made for the convenience of persons planning instructional programs.

In terms of number, approximately one-twelfth of the objectives are listed at each level. This affords the program planner a wealth of objectives among which to choose, thus making possible the development of programs tailored to different needs, and the development of programs which internally may be varied and, on the whole, interesting to pupils.

This presentation also should be serviceable to persons selecting instructional materials. As a general principle, the combined classroom and library holdings should enable any child to find material conducive to the attainment of the objectives at each level, and the difficulty levels of these materials should not vary greatly. The use of this presentation as a guide in inventorying present classroom and library holdings, and the inventory as a guide in making further

selections should result in better usage of materials on hand, better selections of new materials, and wiser uses of funds available for reading materials.

The levels in terms of which the objectives are organized are approximately sequential in terms of the development of reading ability. There may be circumstances under which adjacent levels may be interchanged. If there are such, there should be no hesitancy about making an interchange. In the general case, however, a good reading program can be developed more advantageously by following the sequence presented.

The levels possess a certain integrity, but they are not "water-tight." Thus, in program planning, it seems advisable to deal with the objectives within each level as a total set, but there quite frequently may be good reason to "borrow" objectives from adjacent levels to round out units of work.

It would be a serious error to assume that all levels are of the same length in terms of instructional time, or the time required by individual pupils to attain their respective objectives. Such an assumption would negate the advantages which the groupings of objectives offer the teacher developing a flexible program or a program geared to the individual needs of children.

LEVEL 1

I. ORAL-AURAL SKILLS

A. Listening Reaction and Response

1. Reaction and response

I-01..... The learner shall demonstrate the ability to comprehend and respond to oral directions.

I-02..... The learner shall demonstrate the ability to relay a message (telephone, other oral messages) in standard English.

2. Comprehension and inference making

I-03..... The learner shall demonstrate the ability to comprehend the main idea of a literary passage when it is read aloud to him by orally summarizing that main idea in his own words.

I-05..... The learner will state a logical conclusion to an unfinished story which is read aloud.

B. Speaking

1. Relation of stories and experiences

I-22..... The learner will be able orally to state the action depicted in a given picture.

I-23..... The learner will be able, when having drawn a picture, to dictate a complete sentence concerning his work.

2. Logical organization of information, thoughts, and ideas

I-24..... The learner will demonstrate the ability to organize his thoughts and to present them orally in a logical manner.

I-25..... After having created the set of classifications into which he has sorted a collection containing dissimilar objects, the learner will be able to present orally the underlying rationale of his system and the basis of his decision for the placement of individual objects.

3. Speaking quality

I-26..... The learner shall demonstrate the ability to speak in complete sentences in standard English.

C. Oral Language Structure

I-35. .... The pupil shall demonstrate his ability to decode an obvious repetitive structure by being able to anticipate the next line, the next rhyming word or the next episode.

I-36..... The pupil shall demonstrate his ability to decode parts of interlocking structures where successive lines or episodes have a predictable interlocking relationship with preceding lines or episodes.

I-37..... The pupil shall demonstrate his ability to decode dependable parts of cumulative structure where successive lines or episodes carry forward everything that appeared in previous lines or episodes before adding something new.

I-38..... The pupil shall demonstrate his ability to decode an obvious use of familiar cultural sequences (days of the week, months of the year, ordinal or cardinal numbers, etc.) by being able to anticipate certain dependable language in the next line or episode.

I-39..... The pupil shall demonstrate his ability to decode certain expressions in events which are part of a literary structure which moves in time sequences (from beginning to end of a happening, a lifetime, etc.).

I-40..... The pupil shall demonstrate his ability to sense the function and order of words in sentences by successfully replacing:

a. Words that name with new words that name.

b. Words that describe with new words that describe.

c. Words that connect with new words that connect.

d. Words that represent action with new words that represent action.

I-41..... The learner shall demonstrate his ability to sense the function and relationships of words in sentences by expanding a core sentence with:

a. Words that describe placed properly in relation to nouns and verbs.

b. Introductory phrases and clauses.

c. Medial phrases and clauses.

d. Final phrases and clauses.

I-42..... The learner shall be able to verbalize his understanding of an author's pattern for putting his story or poem together:

a. Structural elements, such as interlocking relationship from episode to episode, and/or dependable repetition and/or rhyme scheme. (The learner's verbalization may or may not include all structural elements in a given piece of writing, and it may or may not include technical language.)

I-43..... The pupil shall be able to verbalize his understanding of word-order and word-function in a sentence. (This understanding should have something of a quality of generalizing about English sentences rather than simply applying to a particular sentence. This generalizing can be on the basis of personal observation and validation rather than "language rule." For example: A child who says, "It sounds better" when explaining why the adjective comes before the noun, is generalizing about a language pattern his ears have been encountering throughout his years of learning to talk.)

I-44..... The student shall describe himself as a successful reader of whole books.

I-45..... The student shall verbalize a positive belief that he is a successful reader.

II. VOCABULARY DEVELOPMENT

A. Sight Vocabulary

II-02..... The learner will be able, when given a list of children's names, to identify his own name.

B. Word Meaning

1. Recognizes word meaning through context

II-09..... The pupil will demonstrate the ability to interpret meanings of words in the context of sentences, paragraphs, or passages he has heard or read.

III. WORD ANALYSIS

A. Visual Discrimination

III-18..... The learner will demonstrate the ability to recognize the likenesses and differences in letter forms.

III-28..... The learner will demonstrate the ability to follow lines on a page from left to right and from top to bottom.

III-29..... The learner will be able to match key shapes that are identical in terms of form and orientation.

(e.g.,)

III-30..... The learner will be able to identify colors, i.e., blue, green, black, yellow, red, orange, white, brown, purple, named by the teacher.

III-31..... Given a picture of several objects containing one similar element, the learner will identify that element.

III-32..... Given a group of geometric shapes of dissimilar size, the pupil will match those which are similar in form.

III-33..... Given a set of objects, or geometric forms of similar shape, the pupil will order them on the basis of size.

III-34..... Given a group of several lines of dissimilar lengths, the student will determine the longest, the shortest, or the middle length line.

III-35..... Given identical letters and one clearly different, the student will identify the different letter.

III-36..... Given a row of four pictures, three of which are related and one of which is not, the student will identify the unrelated illustration.

III-37..... The learner is able to pick the letter--upper or lower case--or number in a series that is identical to a key letter or number.

IV. COMPREHENSION

A. Recognize Order and Sequence

IV-03..... The learner will be able, when presented with a set of pictures, to logically sequence the pictures and relate a "story."

V. ATTITUDES AND APPRECIATION

A. Appreciation of, and Familiarity with, Standard Children's Literature

V-13..... The learner will be able to identify the principal characters and recall significant episodes in standard literary selections appropriate for children of his age.

VI. STUDY SKILLS

A. Knowledge of the Alphabet

VI-01..... The pupil will demonstrate that he can identify upper case letters.

VI-03..... The pupil will demonstrate the ability to repeat the entire alphabet in sequence.

VII. APPLICATIONS

A. Sight Vocabulary

VII-05..... The pupil will demonstrate the ability to distinguish between kinds of products using picture reading and familiar trademarks.

Example: Corn Flakes, Rice Krispies, Froot Loops, etc.

LEVEL 2

I. ORAL-AURAL SKILLS

A. Listening

1. Comprehension

I-04..... After a literary passage is read to him, the learner will be able orally to list the main characters of that passage.

I-07..... The learner will, after listening to a scrambled story, put the story events in proper order by sequencing picture cards representing episodes in the story heard.

I-10..... The learner will be able, when directed orally, to listen for a specific detail in a narrative selection and to orally relate his answer.

2. Critical listening

I-12..... The learner will be able, when listening to a recording, to identify environmental sounds heard.

I-13..... The learner will be able to discriminate between sounds heard in terms of their length, pitch, and distance.

I-15..... The learner will be able, when listening to a brief narrative selection, to identify those words which rhyme.

I-17..... The learner will be able, when listening to a short narrative selection, to say the words which begin with the same consonant sound.

I-18..... The learner will be able, when listening to a short narrative selection, to say the words which end with the same consonant sound.

I-19..... The learner will be able, when having heard a key word pronounced, to select a picture which represents a word having the same medial vowel sound, and name the object pictured.

I-20..... The learner will be able, when having heard a set of words, to identify and repeat those which have the same medial vowel sound.

B. Speaking

I-21..... The learner will demonstrate the ability to communicate a personal experience.

I-27..... The learner will demonstrate the ability to speak the parts of more than one character, changing voice and portraying various feelings and needs from popular stories of children's literature.

C. Oral Interpretation

I-28..... The learner will orally demonstrate his knowledge of punctuation marks by correctly reading sentences punctuated with periods, commas, question marks and exclamation marks.

II. VOCABULARY DEVELOPMENT

A. Sight Vocabulary

II-01..... The pupil shall demonstrate his ability to recognize and name pictures depicting 100 basic nouns.

Examples: tree bird pencil
house cat church

II-03..... Given pre-primer and primer level words selected from the Dolch Basic Sight Vocabulary List, the pupil will recognize each word after three seconds of exposure.

II-06..... The pupil can read and interpret phrases and short sentences composed primarily of words from the pre-primer and primer levels of the Dolch Basic Sight Vocabulary Word List.

B. Matching Words with Pictorial or Sound Representation

II-13..... The learner will be able, when shown a given word, to identify it by matching it with a pictured object.

II-14..... The learner will be able, when shown a picture, to select a word which identifies the object or action shown.

III. WORD ANALYSIS

A. Phonetic Recognition

1. Auditory perception

III-01..... Given a pair of oral words, the pupil will decide whether the words are the same or different in sound.

III-03..... The pupil will choose one of two similar sounding words, differing only in their initial sounds, to complete a sentence correctly.

Example: some; come.

III-04..... The learner will, when having heard a group of words, classify them according to final sound.

Example: some; came; come.

2. Consonants

III-05..... The pupil will demonstrate in a variety of ways that he can identify the consonants by letter names.

III-06..... The pupil will demonstrate in a variety of ways that he can identify the consonant sounds in their initial, medial and final position.

III-07..... The pupil will demonstrate in a variety of ways that he knows consonant digraph sounds.

III-08..... The pupil will demonstrate in a variety of ways that he knows consonant blend sounds.

3. Vowels

III-09..... The pupil will demonstrate in a variety of ways that he can identify the vowels by letter name.

III-10..... The pupil will demonstrate in a variety of ways that he knows the short vowel sounds.

III-11..... The pupil will demonstrate in a variety of ways that he knows the long vowel sounds.

B. Structural Recognition

1. Letter and word configuration

III-19..... Given two words which are almost identical, the learner can identify each and point out the letter(s) which make(s) them different.

Example: cot; cat.

III-40..... The learner will be able, when presented with a group of words, to select the one which is configuratively different.

2. Recognizes word forms

III-41..... The pupil will demonstrate the ability to recognize, form, and use contractions.

C. Context

1. Interprets pictures

III-48..... The pupil will demonstrate the ability to use pictures as clues to words, meanings, characterization, sentence completion and sequence of events.

LEVEL 3

I. ORAL-AURAL SKILLS

A. Listening Reaction and Response

I-09..... The learner will listen to nonliteral statements and/or figurative language and explain their meanings in his own words.

I-14..... The learner will be able, when having heard a simple sentence, to repeat aloud the sentence using the same words and maintaining the tense and order.

I-16..... The learner will be able, when listening to a brief narrative selection, to supply a missing rhyming word.

B. Oral Reading

I-31..... The learner can read aloud the text of the story and paraphrase its meaning.

I-33..... The learner will orally interpret characterizations, word pictures and moods of selected reading materials.

II. VOCABULARY DEVELOPMENT

A. Word Meaning

II-15..... The learner will be able, when shown a given word, to demonstrate or recognize the action suggested.

Examples: run, jump, hop, skip, talk, etc.

III. WORD ANALYSIS

A. Phonetic Recognition

1. Auditory perception

III-03..... The pupil will choose one of two similar sounding words, differing only in their initial sounds, to complete a sentence correctly.

Example: some; come.

2. Consonants and vowels

III-06..... The pupil will demonstrate in a variety of ways that he can identify the consonant sounds in their initial, medial and final position.

III-13..... The pupil will demonstrate in a variety of ways that he knows the vowel digraph sounds.

III-14..... The pupil will demonstrate in a variety of ways that he knows the vowel diphthong sounds.

3. Variant sounds

III-16..... The pupil will identify silent letters within given words.

4. Application of phonics

III-17..... The pupil will demonstrate the ability to use his knowledge of phonetic parts to unlock new words.

B. Structural Recognition

1. Letter and word configuration

III-26..... The learner will be able to identify compound words and divide the word into its component parts.

III-27..... The learner will demonstrate the ability to recognize visual similarities in rhyming words.

III-38..... The learner is able to pick the word in a series that is identical to a key word, e.g., <u>down</u>: wand; <u>down</u>; bone; find.

2. Word forms

III-42..... The pupil will demonstrate the ability to recognize, form, and use plurals.

3. Punctuation

III-47..... The pupil will demonstrate the correct use of the following punctuations of sentences and interpret the function of each: period, comma, exclamation point, question mark, quotation marks, semicolon, colon, parentheses, and hyphen (to divide words).

C. Context

III-49..... The learner will demonstrate the ability to use context clues combined with initial sounds of words as an aid in decoding words in his speaking vocabulary.

III-50..... The learner will demonstrate the ability to use context clues combined with punctuation marks to determine the meaning of a word or simple sentence.

IV. COMPREHENSION

A. Main Idea

1. Order and sequence

IV-04..... The pupil will demonstrate the ability to sequence events from a selection he has read by: listing the events in logical or chronological order, unscrambling phrases and sentences, or illustrating the events in order.

IV-05..... The pupil will demonstrate the ability to follow sequential directions involving several steps.

2. Title and outline

IV-06..... The pupil will title the story or suggest a caption, given a picture or an excerpt.

B. Specific Information

IV-12..... The learner will identify the main character or hero in a story and select from several given statements, the most suitable statement about him.

IV-13..... The learner can read material and indicate comprehension by answering questions based upon specific content.

C. Critical Reading

IV-23..... The learner will demonstrate the ability to distinguish fantasy from reality.

V. ATTITUDES AND APPRECIATION

A. Attitude Toward Reading and Self as a Reader

V-01..... The learner will demonstrate an understanding that reading is a form of communication between the author and the reader by using such expressions as "the book told me."

V-04..... The student shall demonstrate a positive belief that he is a successful reader.

V-05..... The child verbalizes his feelings of empathy with characters in a story and explicates that empathy by relating specific instances of the ways the material read fits into his own repertoire of experiences.

V-06..... The child will show an ability to identify and articulate his reading skill needs during an exchange of ideas with his teacher.

V-07..... The learner will demonstrate that he enjoys reading in school by recommending reading material to his peers.

V-09..... The learner will demonstrate by his speech or actions that material read has elicited an emotional response.

B. Appreciation of, and Familiarity with, Standard Children's Literature

V-14..... The learner will be able to identify the principal characters, recall significant episodes and reveal the structural techniques used by the author in standard literary selections appropriate for children of his age.

VI. STUDY SKILLS

A. Alphabet Usage

VI-02..... The pupil will demonstrate that he can identify both upper and lower case letters.

VI-04..... The pupil will demonstrate the ability to name all the letters of the alphabet when they are presented to him in print.

VI-05..... The pupil will demonstrate his ability to reproduce letters of the alphabet with pencils or crayons.

VII. APPLICATIONS

A. Sight Vocabulary

VII-03..... The pupil will demonstrate the ability to read words from common signs.

Example: Exit, Emergency, Office, Restroom, Poison.

VII-04..... The pupil will demonstrate the ability to read words from common road signs.

Example: Curve, Slow, Caution, Speed Limit, Hospital Zone, School Zone.

VII-07..... The pupil will demonstrate the ability to read the signs he observes in his neighborhood or the local shopping center.

Example: Food Fair, A & P, Drug Store, Theater, TV Repair, Hardware Store, U. S. Mail.

B. Word Meaning

VII-09..... The learner will demonstrate the ability to match words with objects pictured in newspapers, catalogs, advertisements and other applied materials.

VII-12..... The learner will demonstrate the ability to group objects and words representing specific articles and actions in applied materials under classifications: i.e., dresses, coats, shoes, underclothing, etc.

C. Comprehension

VII-62..... The learner can read applied material and indicate comprehension by answering questions based upon specific content.

LEVEL 4

I. ORAL-AURAL SKILLS

A. Listening Reaction and Response

I-01..... The learner shall demonstrate the ability to comprehend and respond to oral directions.

I-02..... The learner shall demonstrate the ability to relay a message (telephone, other oral messages) in standard English.

I-03..... The learner shall demonstrate the ability to comprehend the main idea of a literary passage when it is read aloud to him by orally summarizing that main idea in his own words.

I-04..... After a literary passage is read to him, the learner will be able orally to list the main characters of that passage.

I-05..... The learner will state a logical conclusion to an unfinished story which is read aloud.

B. Speaking

I-21..... The learner will demonstrate the ability to communicate a personal experience.

I-22..... The learner will be able orally to state the action depicted in a given picture.

I-26..... The learner shall demonstrate the ability to speak in complete sentences in standard English.

I-27..... The learner will demonstrate the ability to speak the parts of more than one character, changing voice and portraying various feelings and needs from popular stories of children's literature.

C. Oral Reading Interpretation

I-28..... The learner will orally demonstrate his knowledge of punctuation marks by correctly reading sentences punctuated with periods, commas, question marks, and exclamation marks.

I-29..... The learner, having become familiar with poems, descriptive paragraphs and short stories, reads with poise and expression so as to maintain the interest and attention of his audience.

I-30..... The learner will demonstrate the ability to verbalize that reading is the interpretation of speech that has been written and must be reconstructed, orally or silently.

I-34..... The learner will demonstrate an understanding of dialogue by reading aloud from a selection only the words spoken by a given character.

II. VOCABULARY DEVELOPMENT

A. Sight Vocabulary

II-04..... Given pre-primer, primer, first and second grade words from the Dolch Basic Sight Vocabulary List, the pupil will recognize each word after three seconds of exposure.

II-07..... The pupil can read and interpret phrases and short sentences composed primarily from the pre-primer, primer, first and second grade levels of the Dolch Basic Sight Vocabulary Word List.

III. WORD ANALYSIS

A. Phonetic Recognition

1. Auditory perception

III-02..... Given a pair of oral words, the pupil will decide whether the words are the same or different and be able to describe the difference in sound in terms of whether it comes at the beginning, middle, or end of the word.

III-04..... The learner will, when having heard a group of words, classify them according to final sound.

Example: some; came; come.

2. Consonants and vowels

III-07..... The pupil will demonstrate in a variety of ways that he knows consonant digraph sounds.

III-08..... The pupil will demonstrate in a variety of ways that he knows consonant blend sounds.

III-10..... The pupil will demonstrate in a variety of ways that he knows the short vowel sounds.

III-11..... The pupil will demonstrate in a variety of ways that he knows the long vowel sounds.

III-12..... The pupil will demonstrate in a variety of ways that he can identify the schwa sound.

B. Structural Recognition

1. Configuration

III-20..... The learner will be able to demonstrate in a variety of ways the ability to identify and use roots, prefixes and suffixes.

III-21..... The learner will identify the root word of an affixed word.

III-23..... The learner will be able to state the number of syllables there are in any given word of three syllables or fewer.

2. Visual discrimination

III-39..... The learner is able to pick the phrase in a series of phrases that is identical to a key phrase.

Example: back and forth — back and find / back and forth / found it today

3. Word forms

III-43..... The pupil will demonstrate the ability to recognize, form, and use possessives.

III-46..... The pupil will demonstrate the ability to recognize, form and use adjectives.

C. Context

III-48..... The pupil will demonstrate the ability to use pictures as clues to words, meanings, characterization, sentence completion and sequence of events.

IV. COMPREHENSION

A. Main Ideas

IV-01..... The learner will be able to read a selection and then identify or relate a brief statement summarizing the main idea(s).

IV-03..... The learner will be able, when presented with a set of pictures, to logically sequence the pictures and relate a "story."

IV-08..... Given the titles of a set of stories he has read recently, the learner will match titles and story details.

IV-09..... After reading specific information that provides directions, the learner will demonstrate his comprehension by carrying out the directions.

V. ATTITUDES AND APPRECIATION

A. Enjoyment

V-11..... The child will voluntarily select a book to read and, given the time, will complete it or will be able to articulate satisfactorily his reasons for stopping.

VI. STUDY SKILLS

A. Read from Maps

VI-11..... The learner will demonstrate the ability to use realistic pictures to derive information from maps.

Examples:

VII. APPLICATIONS

A. Vocabulary

1. Word meaning

VII-10..... The learner will demonstrate the ability, when shown a given word in an applied context, to identify the object or action represented.

VII-11..... The learner will be able to name and describe, or define in terms of purpose or use, objects and actions depicted in pictures in a variety of applied materials.

LEVEL 5

I. ORAL-AURAL SKILLS

A. Listening Comprehension

I-04..... After a literary passage is read to him, the learner will be able orally to list the main characters of that passage.

I-08..... The learner will, after listening to a scrambled story, orally tell in his own words the story in the correct sequence.

I-09..... The learner will listen to nonliteral statements and/or figurative language and explain their meanings in his own words.

Example: Dick's eyes popped out of his head.--Dick was surprised.

I-11..... The learner will be able, when directed orally, to listen for a given specific detail in a narrative or expository selection and orally to relate his answer in a complete sentence.

B. Speaking

1. Logical organization of information, thoughts, and ideas

I-24..... The learner will demonstrate the ability to organize his thoughts and to present them orally in a logical manner.

2. Oral interpretation

I-29..... The learner, having become familiar with poems, descriptive paragraphs and short stories, reads with poise and expression so as to maintain the interest and attention of his audience.

I-32..... The learner can participate in a dramatization of a poem or story presented in the text by reciting his role as it is written.

I-33..... The learner will orally interpret characterizations, word pictures and moods of selected reading materials.

II. VOCABULARY DEVELOPMENT

A. Recognizes Sight Word Phrases

II-08..... The pupil can read and interpret phrases and short sentences composed primarily from all of the words in the Dolch Basic Sight Vocabulary Word List.

B. Recognizes Word Meaning Through Context

II-09..... The pupil will demonstrate the ability to interpret meanings of words in the context of sentences, paragraphs, or passages he has heard or read.

C. Recognizes Connotations

II-16..... Given pairs of sentences whose denotative meanings are the same, the pupil will tell which sentence creates an unfavorable or favorable impression on the reader.

D. Recognizes Descriptive Words

II-20..... The pupil will demonstrate the ability to locate descriptive words in a given passage.

III. WORD ANALYSIS

A. Silent Letters

III-16..... The pupil will identify silent letters within given words.

B. Roots, Prefixes and Suffixes

III-20..... The learner will be able to demonstrate in a variety of ways the ability to identify and use roots, prefixes and suffixes.

C. Visual Discrimination

III-27..... The learner will demonstrate the ability to recognize visual similarities in rhyming words.

D. Recognizes Word Forms

III-43..... The pupil will demonstrate the ability to recognize, form, and use possessives.

III-44..... The learner will be able to identify a verb tense in context as past, present, or future.

IV. COMPREHENSION

A. Finding Main Ideas

1. Key words and topic sentences

IV-10..... The learner will identify the key words in a printed sentence.

IV-11..... The learner will identify the topic sentences of paragraphs of reading materials.

B. Locating Specific Information

IV-15..... The pupil will indicate which of several sentences or paragraphs supports a statement.

C. Critical Reading

IV-29..... The learner will be able to classify and to categorize any given list of "things" under a set of headings which are either given or that he specifies on the basis of examining the similarities and differences between the "things" listed.

IV-32..... The learner will be able to interpret characters' actions, emotions, and attitudes; and infer character traits and determine motives.

IV-33..... The learner will demonstrate the ability to predict outcomes and draw conclusions.

V. ATTITUDES AND APPRECIATION

A. Attitudes

1. Toward reading

V-02..... The learner will demonstrate an understanding of the importance of reading as a source of general information by voluntarily using reading materials as sources of information used in reports.

2. Toward self as a reader

V-05..... The child verbalizes his feelings of empathy with characters in a story and explicates that empathy by relating specific instances of the ways the material read fits into his own repertoire of experiences.

V-06..... The child will show an ability to identify and articulate his reading skill needs during an exchange of ideas with his teacher.

3. Enjoyment

V-09..... The learner will demonstrate by his speech or actions that material read has elicited an emotional response.

V-10..... The learner will show an increase in the length of time during which he voluntarily reads silently.

B. Familiarity with Standard Children's Literature

V-15..... The learner will be able to identify the principal characters, recall significant episodes, reveal the structural techniques used by the author and recall the plot in standard literary selections appropriate for children of his age.

VI. STUDY SKILLS

A. Parts of Books

VI-25..... The pupil will demonstrate the ability to answer specific questions about information contained on a title page when given a book with a title page.

B. Ability to Adjust Reading Rate

VI-28..... The pupil will demonstrate the ability to adjust his reading rate to several types of reading materials and to his purpose for reading each.

VII. APPLICATIONS

A. Vocabulary

1. Sight vocabulary

VII-01..... The pupil shall demonstrate the ability to recognize and to name basic articles of food offered for sale in newspaper advertisements.

VII-02..... The pupil shall demonstrate the ability to recognize the standard basic sight words as they appear in advertisements in catalogs and newspapers (pounds, price, cost, tax, etc.).

VII-06..... The pupil shall demonstrate the ability to read and interpret phrases and short sentences composed of words in his vocabulary as they appear in applied material (special sale, extra nice, reduced for quick sale, tax included, etc.).

2. Word meaning

VII-08..... The pupil will demonstrate the ability to interpret the meaning of words from the context of applied material being read.

Example: While reading from a typical diner menu, the child should infer that words grouped together name foods in the same class.

VII-17..... The pupil will demonstrate that he can classify in terms of use or function, items or objects presented pictorially in applied materials.

VII-18..... The pupil will demonstrate that he can classify in terms of use or function, items or objects named in applied materials.

B. Oral-Aural Skills

1. Listening

VII-19..... The learner will demonstrate the ability to understand a variety of types of applied material when orally presented to him, by making appropriate comments, asking pertinent questions, or following the directions given.

VII-21..... The learner will demonstrate the ability to reach a logical conclusion from a selection of applied material which has been read aloud to him.

VII-24..... The learner will demonstrate the ability, when having heard a complete sentence typical of those used in a variety of applied situations, to remember and to repeat it as presented.

C. Word Analysis

VII-39..... The pupil will demonstrate the ability to use effectively the several letter and word configuration skills in reading applied materials.

D. Comprehension

VII-44..... The learner will demonstrate the ability to read and to put into proper order (logical or chronological) the disorganized parts of a selection of applied material.

LEVEL 6

I. ORAL-AURAL SKILLS

A. Listening Comprehension and Response

I-03... The learner shall demonstrate the ability to comprehend the main idea of a literary passage when it is read aloud to him by orally summarizing that main idea in his own words.

I-06... After listening to a literary passage, the learner will give an oral response interpreting the characters' actions, emotions and attitudes.

B. Speaking

I-25... After having created the set of classifications into which he has sorted a collection containing dissimilar objects, the learner will be able to present orally the underlying rationale of his system and the basis of his decision for the placement of individual objects.

C. Oral Reading Interpretation

I-31... The learner can read aloud the text of the story and paraphrase its meaning.

I-34... The learner will demonstrate an understanding of dialogue by reading aloud from a selection only the words spoken by a given character.

II. VOCABULARY DEVELOPMENT

A. Sight Vocabulary

II-05... Given all the words from the Dolch Basic Sight Vocabulary List, the pupil will recognize each word after three seconds of exposure.

B. Word Meaning

II-23... Given a multiple-meaning word in different contexts, the learner will be able to choose the meaning appropriate to the context.

Example: The child chooses the appropriate given definition of <u>spring</u> for each of the following contexts:

The lion was about to spring.
We had a drink at the spring.
The violets bloom in the spring.

II-26... The pupil will demonstrate his knowledge of synonyms by: matching synonyms from two groups, substituting a synonym from a given list for a word in a sentence, or finding pairs of synonyms in a given sentence, paragraph or list of words.

II-27... The pupil will demonstrate his knowledge of antonyms by: matching antonyms from two groups, substituting an antonym from a given list for a word in a sentence, or finding pairs of antonyms in a given sentence, paragraph or list of words.

II-28... The pupil will demonstrate his knowledge of homonyms by: matching homonyms from two groups, substituting a homonym from a given list for a word in a sentence, or finding pairs of homonyms in a given sentence, paragraph, or list of words.

III. WORD ANALYSIS

A. Phonetic Recognition

1. Vowels

III-12... The pupil will demonstrate in a variety of ways that he can identify the schwa sound.

III-13... The pupil will demonstrate in a variety of ways that he knows the vowel digraph sounds.

III-14... The pupil will demonstrate in a variety of ways that he knows the vowel diphthong sounds.

III-15... The pupil will identify vowel controllers and demonstrate that he knows the modified vowel sounds.

2. Application

III-17... The pupil will demonstrate the ability to use his knowledge of phonetic parts to unlock new words.

B. Structural Recognition

1. Letter and word configurative

III-22... The learner will identify the root word of an affixed word and any spelling changes involved.

III-24... The learner will be able to state the number of syllables in any given word and identify the accented syllable.

III-26... The learner will be able to identify compound words and divide the word into its component parts.

2. Word forms

III-41..... The pupil will demonstrate the ability to recognize, form, and use contractions.

III-42..... The pupil will demonstrate the ability to recognize, form, and use plurals.

C. Context

III-49... The learner will demonstrate the ability to use context clues combined with initial sounds of words as an aid in decoding words in his speaking vocabulary.

III-51... The learner will demonstrate the ability to use context clues combined with punctuation marks to determine the meaning of a word, phrase, or sentence.

IV. COMPREHENSION

A. Main Ideas

IV-02... The learner will demonstrate his grasp of the main idea of a reading selection by: arranging the ideas within subheadings, locating the main idea, or, if given questions, identifying those that ask about the main idea.

IV-07... The learner will choose appropriate subtitles for a story and indicate the parts to which they apply.

IV-09... After reading specific information that provides directions, the learner will demonstrate his comprehension by carrying out the directions.

B. Specific Information

IV-13... The learner can read material and indicate comprehension by answering questions based upon specific content.

V. ATTITUDES AND APPRECIATION

A. Attitude Toward Self as a Reader

V-04... The student shall demonstrate a positive belief that he is a successful reader.

B. Enjoyment

V-08... The child will choose to read during his "free time" at least as often as he chooses some other activity.

V-11... The child will voluntarily select a book to read and, given the time, will complete it or will be able to articulate satisfactorily his reasons for stopping.

VI. STUDY SKILLS

A. Alphabet Usage

VI-06... The pupil will demonstrate that he can arrange words in alphabetical order when given a random list of words which contain different first letters.

B. Read from Maps

VI-12... The learner will demonstrate the ability to interpret the relative size of areas in semipictorial maps.

Examples: school playground
lakes
roads

C. Read from Tables

VI-16... The learner will demonstrate the ability to (a) determine the purpose, (b) locate a cell, (c) compare relative amounts when given a single-column table with three rows.

Examples:

a. The learner determines that a table shows the number of automobile accidents that each of three states has had in a given year.

b. The learner determines a point of intersection for a specific state and the number of automobile accidents.

c. The learner will use descriptive language (most, least) to compare the quantities of one state's number of automobile accidents against another.

VII. APPLICATIONS

A. Oral-Aural Skills

VII-35... The learner will demonstrate the ability to read orally selections of expository applied material, correctly interpreting the periods, commas, question marks and exclamation points.

B. Word Analysis

1. Phonetic usage

VII-38... The pupil will demonstrate the ability to use effectively knowledge of phonetic parts to unlock new words as they appear in representative applied materials.

2. Structural recognition

VII-40... The pupil will demonstrate the ability to use effectively the several word form recognition skills in reading applied materials.

VII-41... The pupil will demonstrate the ability to use effectively the several kinds of punctuation marks in reading applied materials.

VII-42... The pupil will demonstrate the ability to use context clues in combination with other applicable skills in reading applied materials.

C. Comprehension

VII-53... After reading pertinent instructions, the pupil will demonstrate the ability to carry through sequentially specific sets of directions.

VII-62... The learner can read applied material and indicate comprehension by answering questions based upon specific content.

LEVEL 7

I. ORAL-AURAL SKILLS

A. Oral Interpretation

1. Reads aloud with correct pronunciation and intonation

I-28..... The learner will orally demonstrate his knowledge of punctuation marks by correctly reading sentences punctuated with periods, commas, question marks, and exclamation marks.

2. Reads aloud with comprehension

I-30..... The learner will demonstrate the ability to verbalize that reading is the interpretation of speech that has been written and must be reconstructed, orally or silently.

3. Interprets characterization, mood, pictures

I-32..... The learner can participate in a dramatization of a poem or story presented in the text by reciting his role as it is written.

II. VOCABULARY DEVELOPMENT

A. Recognizes Connotations

II-18..... Given an abstract word (e.g., cooperation), the pupil will find examples of this quality in a given story.

III. WORD ANALYSIS

A. Structural Recognition

1. Letter and word configuration

III-25..... The learner will be able to divide any given word in his reading vocabulary into syllables and correctly place the appropriate accent marks.

2. Word forms

III-44..... The learner will be able to identify a verb tense in context as past, present, or future.

III-46..... The pupil will demonstrate the ability to recognize, form and use adjectives.

3. Punctuation

III-47..... The pupil will demonstrate the correct use of the following punctuations of sentences and interpret the function of each: period, comma, exclamation point, question mark, quotation marks, semicolon, colon, parentheses, and hyphen (to divide words).

IV. COMPREHENSION

A. Find Main Ideas

1. Order and sequence

IV-04..... The pupil will demonstrate the ability to sequence events from a selection he has read by: listing the events in logical or chronological order, unscrambling phrases and sentences, or illustrating the events in order.

IV-05..... The pupil will demonstrate the ability to follow sequential directions involving several steps.

2. Title and outline

IV-06..... The pupil will title the story or suggest a caption, given a picture or an excerpt.

IV-07..... The learner will choose appropriate subtitles for a story and indicate the parts to which they apply.

B. Locate and Recall Specific Information

IV-12..... The learner will identify the main character or hero in a story and select from several given statements, the most suitable statement about him.

IV-16..... Given a reading passage, the pupil will locate information in it that will support or oppose a given statement or opinion.

C. Critical Reading

IV-17..... The learner will be able to distinguish relevant from irrelevant information.

IV-18..... The learner will be able to locate and identify stated, but unidentified, assumptions.

IV-24..... The learner will demonstrate the ability to distinguish fact from opinion.

IV-27..... Given a specific task, the learner will determine whether or not the directions or instructions supply sufficient information for the completion of the task.

1. Inference making

IV-31..... The learner will demonstrate the ability to understand the meaning of nonliteral statements and figurative language by stating or identifying their literal meaning.

V. ATTITUDES AND APPRECIATION

A. Attitude Toward Self as a Reader

V-05..... The child verbalizes his feelings of empathy with characters in a story and explicates that empathy by relating specific instances of the ways the material read fits into his own repertoire of experiences.

V-06..... The child will show an ability to identify and articulate his reading skill needs during an exchange of ideas with his teacher.

B. Enjoyment

V-09..... The learner will demonstrate by his speech or actions that material read has elicited an emotional response.

V-10..... The learner will show an increase in the length of time during which he voluntarily reads silently.

VI. STUDY SKILLS

A. Read from Graphs

VI-18..... The learner will demonstrate the ability to (a) determine the purpose, (b) compare relative amounts, (c) extract direct information, and (d) make a summary statement when given a vertical bar graph which has a small interval, e.g., 10-20.

Examples:

a. The learner determines that a table shows the number of automobile accidents that each of three states has had in a given year.

b. The learner determines a point of intersection for a specific state and the number of automobile accidents.

c. Sum by counting number of accidents in a given state.

d. Learner concludes that one state has most of the accidents of the three.

B. Dictionary Skills

VI-20..... The pupil will demonstrate the ability to use standard dictionary skills to determine the pronunciation of unfamiliar words.

VI-21..... Given a set of words in context, the pupil will demonstrate the ability to select from dictionary definitions the appropriate meanings of the words

C. Library Skills

VI-22..... The pupil will demonstrate the ability to use standard library skills to locate the principal types of reading materials relating to recreational interests and study needs.

VII. APPLICATIONS

A. Vocabulary Strategy

VII-15..... The pupil will demonstrate that he can identify words in applied reading passages having the same or closely similar meanings.

VII-16..... The pupil will demonstrate that he can identify words in applied passages that have opposite, or nearly opposite meanings.

B. Oral-Aural Skills

1. Listening comprehension and inference making

VII-22..... The learner will demonstrate the ability to put into proper order (logical or chronological) the

disorganized parts of a selection of applied material which has been read aloud to him.

2. Critical listening

VII-25..... The learner will demonstrate the ability to listen to specialized and/or technical words in a variety of applied fields and to pronounce them correctly, with particular attention to their medial and terminal sounds and accent.

C. Speaking

1. Participation and relation of experiences

VII-26..... When applied problems are under consideration by a group, the learner will demonstrate the ability to contribute pertinent information and points of view with clarity and precision.

VII-28..... The learner will demonstrate the ability to contribute succinct reports of his own experiences which are pertinent to the consideration of an applied problem or situation.

D. Oral Interpretation

1. Reads aloud with comprehension

VII-36..... The learner will demonstrate the ability to locate and to read orally the statement in an applied selection that conveys a specific piece of information or answers a specific question.

VII-37..... The learner will demonstrate the ability to read aloud the text of an applied selection and to paraphrase its meaning.

E. Comprehension

1. Understands interrelationships of ideas

VII-49..... By writing or rewriting, the learner will demonstrate a knowledge of the principal kinds of information and the order in which the information is presented in health bulletins and posters.

2. Summarize

VII-50..... The learner will demonstrate the ability to summarize briefly the principal points presented in selections of applied materials.

F. Study Skills

1. Alphabet usage

VII-75..... The pupil will demonstrate that he can use alphabetical order to locate items in catalog indices and other indices appearing in applied materials (telephone book).

LEVEL 8

I. ORAL-AURAL SKILLS

A. Listening Reaction and Response

1. Comprehension

I-06..... After listening to a literary passage, the learner will give an oral response interpreting the characters' actions, emotions and attitudes.

B. Speaking

1. Logical organization of thoughts

I-24..... The learner will demonstrate the ability to organize his thoughts and to present them orally in a logical manner.

2. Quality of voice and presentation

I-26..... The learner shall demonstrate the ability to speak in complete sentences in standard English.

I-27..... The learner will demonstrate the ability to speak the parts of more than one character, changing voice and portraying various feelings and needs from popular stories of children's literature.

C. Oral Interpretation

1. Reads aloud with expression

I-29..... The learner, having become familiar with poems, descriptive paragraphs and short stories, reads with poise and expression so as to maintain the interest and attention of his audience.

2. Interprets characterizations, word pictures and text

I-33..... The learner will orally interpret characterizations, word pictures and moods of selected reading materials.

II. VOCABULARY DEVELOPMENT

A. Word Meaning

1. Recognizes word meaning through context

II-09..... The pupil will demonstrate the ability to interpret meanings of words in the context of sentences, paragraphs, or passages he has heard or read.

II-11..... The learner will display his vocabulary skills by replacing nouns and action words within a sentence with new nouns and action words, retaining similar sentence meaning.

2. Understands descriptive, sensory and abstract words and phrases

II-19..... The pupil will match idiomatic expressions with standard phrases that have the same meaning.

II-21..... The pupil will demonstrate the ability to locate sensory words in a given passage.

3. Recognizes multiple meanings of words

II-24..... The pupil will be able, when given a sentence containing a particular multiple-meaning word, to select from a list of meanings the one that defines the word as it is used in the sentence.

B. Vocabulary Strategy

1. Recognizes synonyms, antonyms and homonyms

II-26..... The pupil will demonstrate his knowledge of synonyms by: matching synonyms from two groups, substituting a synonym from a given list for a word in a sentence, or finding pairs of synonyms in a given sentence, paragraph or list of words.

II-27..... The pupil will demonstrate his knowledge of antonyms by: matching antonyms from two groups, substituting an antonym from a given list for a word in a sentence, or finding pairs of antonyms in a given sentence, paragraph or list of words.

II-28..... The pupil will demonstrate his knowledge of homonyms by: matching homonyms from two groups, substituting a homonym from a given list for a word in a sentence, or finding pairs of homonyms in a given sentence, paragraph, or list of words.

III. WORD ANALYSIS

A. Context Clues

III-52..... The learner will demonstrate the ability to use context clues combined with punctuation marks to determine the meaning of a word, sentence, or paragraph.

IV. COMPREHENSION

A. Find Main Ideas

1. Order and sequence

IV-04..... The pupil will demonstrate the ability to sequence events from a selection he has read by: listing the events in logical or chronological order, unscrambling phrases and sentences, or illustrating the events in order.

2. Key words and topic sentences

IV-10..... The learner will identify the key words in a printed sentence.

B. Locate and Recall Specific Information

1. Specific details

IV-14..... The pupil will indicate by stating or identifying at least one rational reason why a certain statement has, or has not, been proved in a given passage.

IV-15..... The pupil will indicate which of several sentences or paragraphs supports a statement.

C. Critical Reading

IV-19..... The learner will be able to identify illogical thinking, inconsistencies, fallacies or discrepancies in a given selection.

IV-22..... The learner will be able to recognize the author's objective as evidenced by his ability to state or identify the author's purpose.

IV-26..... The learner will be able to identify the presence or absence of sufficient information for making judgments.

IV-28..... The learner will be able to identify points of view, plots, themes and moods.

1. Inference making

IV-33..... The learner will demonstrate the ability to predict outcomes and draw conclusions.

V. ATTITUDES AND APPRECIATION

A. Attitudes Toward Reading

V-03..... The learner will demonstrate an understanding of the importance of reading to learn school subjects by voluntarily using reference materials in his study of other school subjects.

B. Enjoyment

V-12..... The child will be able to demonstrate his ability to verbalize his feelings of likes and dislikes about a literary work.

VI. STUDY SKILLS

A. Alphabet Usage

VI-07..... The pupil will demonstrate the ability to arrange words in alphabetical order when given a list of random words whose first letters are the same.

B. Read from Maps

VI-13..... The learner will demonstrate the ability to use a key and a legend which contain nonpictorial symbols to derive information from maps.

Examples: lines
dots
dashes

C. Read from Tables

VI-17..... The learner will demonstrate the ability to (a) determine the purpose, (b) locate a cell, (c) compare relative amounts when given a multi-column table with four or more columns and rows.

Examples:

a. The learner determines that a table shows the number of automobile accidents that each of five states has had in a given year.

b. The learner determines a point of intersection for a specific state and the number of automobile accidents.

c. The learner will use descriptive language (most, least) to compare the quantities of one state's number of automobile accidents against another.

D. Use Parts of Books

VI-24..... The pupil will demonstrate the ability to locate specific information within a textbook by using its index.

VI-26..... The pupil will demonstrate the ability to locate specific information within a book's table of contents.

VI-27..... The pupil will demonstrate the ability to locate the glossary of a textbook and use it to find the definitions of a given list of words.

E. Ability to Adjust Reading Rate

VI-28..... The pupil will demonstrate the ability to adjust his reading rate to several types of reading materials and to his purpose for reading each.

VII. APPLICATIONS

A. Oral-Aural Skills

1. Listening comprehension

VII-20..... The learner will demonstrate the ability to comprehend a passage of applied material read aloud to him, by orally summarizing the principal idea.

B. Comprehension

1. Finding main ideas

a. Order and sequence

VII-44..... The learner will demonstrate the ability to read and to put into proper order (logical or chronological) the disorganized parts of a selection of applied material.

b. Interrelationships of ideas

VII-48..... By writing or rewriting, the learner will demonstrate a knowledge of the principal kinds of information, and the order in which the information is presented, in accounts of games, sports and parties.

c. Title and outline

VII-51..... The pupil will construct a title or a caption for a passage of applied material or for a picture showing a central event or relationship.

C. Reference Skills

1. Dictionary skills

VII-76..... The pupil will demonstrate the ability to use standard dictionary skills to determine the pronunciation of unfamiliar words occurring in applied materials.

VII-77..... The pupil will demonstrate the ability to select from dictionary definitions the meanings of words as used in applied materials.

2. Library skills

VII-78..... The pupil will demonstrate the ability to use standard library skills to locate materials dealing with applied topics or problems.

D. Abbreviations

VII-79..... The pupil will demonstrate the ability to recognize and interpret abbreviations and acronyms used in selections of applied reading materials.

LEVEL 9

I. ORAL-AURAL SKILLS

A. Reads Aloud with Comprehension

I-30... The learner will demonstrate the ability to verbalize that reading is the interpretation of speech that has been written and must be reconstructed, orally or silently.

II. VOCABULARY DEVELOPMENT

A. Word Meaning

1. Recognizes connotations

II-17..... Given pairs of sentences whose denotative meanings are the same, the pupil will tell which word in the sentence creates an unfavorable or a favorable impression on the reader.

III. WORD ANALYSIS

A. Punctuation

III-47... The pupil will demonstrate the correct use of the following punctuations of sentences and interpret the function of each: period, comma, exclamation point, question mark, quotation marks, semicolon, colon, parentheses, and hyphen (to divide words).

IV. COMPREHENSION

A. Find Main Ideas

1. Recognizes main idea

IV-02..... The learner will demonstrate his grasp of the main idea of a reading selection by: arranging the ideas within subheadings, locating the main idea, or, if given questions, identifying those that ask about the main idea.

2. Recognizes order and sequence

IV-05..... The pupil will demonstrate the ability to follow sequential directions involving several steps.

3. Title and outline

IV-06..... The pupil will title the story or suggest a caption, given a picture or an excerpt.

4. Topic sentences

IV-11..... The learner will identify the topic sentences of paragraphs of reading materials.

B. Locating Specific Information

IV-16... Given a reading passage, the pupil will locate information in it that will support or oppose a given statement or opinion.

C. Critical Reading

IV-17... The learner will be able to distinguish relevant from irrelevant information.

IV-20... The learner will be able to determine whether or not given passages contain sufficient information to support logical conclusions.

IV-21... The learner will be able to identify the author's point of view and bias.

IV-25... The learner will be able to identify persuasive devices and techniques used by various media.

IV-32... The learner will be able to interpret characters' actions, emotions, and attitudes; and infer character traits and determine motives.

V. ATTITUDES AND APPRECIATION

A. Attitudes Toward Self as a Reader

V-05... The child verbalizes his feelings of empathy with characters in a story and explicates that empathy by relating specific instances of the ways the material read fits into his own repertoire of experiences.

V-06... The child will show an ability to identify and articulate his reading skill needs during an exchange of ideas with his teacher.

E. Enjoyment

V-09... The learner will demonstrate by his speech or actions that material read has elicited an emotional response.

V-11... The child will voluntarily select a book to read and, given the time, will complete it or will be able to articulate satisfactorily his reasons for stopping.

VI. STUDY SKILLS

A. Outlining

VI-08... Given major points in a formal outline, the learner will demonstrate the ability to select and fill in subordinate points from paragraphs.

Example:
I. Cows Serve Mankind
A.
B.

II. Milk Has Many Values
A.
B.
C.

B. Dictionary Skills

VI-19... The pupil will demonstrate the ability, when given a list of words and a dictionary, to locate each word and identify what its grammatical abbreviation represents.

VI-20... The pupil will demonstrate the ability to use standard dictionary skills to determine the pronunciation of unfamiliar words.

VI-21... Given a set of words in context, the pupil will demonstrate the ability to select from dictionary definitions the appropriate meanings of the words.

C. Abbreviations

VI-23... The pupil will demonstrate the ability to supply correct abbreviations for words in the following categories:

a. <u>titles</u>, e.g., Doctor, Dr.; Mister, Mr.

b. business terms - Incorporated, Inc.; cash on delivery, C.O.D.

c. time measurement - week, wk.; year, yr.

d. liquid and linear measurements - quart, qt.; foot, ft.

e. correspondence terms - Avenue, Ave.; Boulevard, Blvd.

VII. APPLICATIONS

A. Vocabulary

1. Recognizes basic sight words

VII-02..... The pupil shall demonstrate the ability to recognize the standard basic sight words as they appear in advertisements in catalogs and newspapers (pounds, price, cost, tax, etc.).

2. Understands abstract words

VII-13..... The pupil will demonstrate the ability to locate descriptive and idiomatic words and phrases in different types of applied materials.

Example: "Passes sailed into the wind," "upended on a run," "punts," etc., from sports pages; prices soar; etc.

VII-14..... The pupil will demonstrate the ability to identify and interpret the parts of catalog presentations.

Example: The "sales pitch," the qualitative description, size, weight, cost, etc.

B. Oral-Aural Skills

1. Listening

VII-23..... The learner will demonstrate the ability to identify the crucial or technical point in an orally presented selection of applied material.

2. Speaking

VII-27..... The learner will demonstrate the ability to lead and/or preside over a group dealing with an applied problem or situation.

VII-29..... The learner will demonstrate the ability to summarize a group discussion of an applied problem or situation.

VII-30..... The learner will demonstrate the ability to organize his information and ideas about applied topics and to present them orally to a real audience.

VII-31..... The learner will demonstrate the ability to reorganize and edit accounts or reports of real experiences which he has dictated into a recorder.

VII-32..... Given several objects, or actions occurring in an applied situation, the learner will dictate categories within which they can be classified.

VII-33..... The learner will demonstrate the ability to adjust his speech patterns to the audiences involved in representative applied situations.

VII-34..... The learner will demonstrate the ability to use standard American pronunciation, grammar, usage and syntax in situations involving a cross-section of the American public.

C. Comprehension

1. Recognizes main ideas

VII-43..... The learner will demonstrate that he grasps the central idea of a section, or of a total selection of applied material by formulating a title, making a summary or a summarizing statement.

2. Recognizes order and sequence

VII-45..... The learner will demonstrate that when presented with a set of drawings or illustrations showing critical operations in a task described in a manual, cook book, etc., he can order the illustrations in the correct sequence.

3. Understands the interrelationships of ideas

By writing or rewriting, the learner will demonstrate a knowledge of the principal kinds of information, and the order in which

the information is presented, in such types of applied materials as:

VII-46..... Advertisements of different articles.

VII-47..... Directions for performing different types of tasks.

4. Titles

VII-52..... The pupil will demonstrate the ability to supply titles and subtitles for the purpose of clarifying a continuous selection of applied material, such as a long set of directions or a long exposition.

5. Follows written directions

VII-53..... After reading pertinent instructions, the pupil will demonstrate the ability to carry through sequentially specific sets of directions.

6. Recalls main characters and supporting details

VII-60..... The learner will identify the main character, participant, or authority responsible for an event or action reported in a newspaper and other type of mass media.

VII-61..... The learner will demonstrate the ability to follow and to recall the activities of a "public person" (athlete, president, movie actress), or of an extended operation (moon-shot, a building project) over a period of time.

VII-62..... The learner can read applied material and indicate comprehension by answering questions based upon specific content.

7. Locating specific information

VII-63..... The pupil will demonstrate that he can locate and recognize the details giving the essential description of articles offered for sale in advertisements.

VII-65..... The pupil will demonstrate that he can compare two similar articles in terms of the similarity of, and differences between, the details reported in their respective descriptions.

8. Critical reading

VII-68..... The learner will demonstrate the ability to distinguish fact from opinion in applied materials.

D. Study Skills

1. Alphabet usage

VII-75..... The pupil will demonstrate that he can use alphabetical order to locate items in catalog indices and other indices appearing in applied materials (telephone book).

LEVEL 10

I. ORAL-AURAL SKILLS

A. Reads Aloud with Comprehension

I-31... The learner can read aloud the text of the story and paraphrase its meaning.

II. VOCABULARY DEVELOPMENT

A. Understands Descriptive and Abstract Words

II-12... The learner will display his vocabulary skills by replacing nouns, action words and descriptive words within a sentence, with new nouns, action words, and descriptive words, maintaining similar sentence meaning.

II-22... The pupil will demonstrate the ability to locate abstract words in a given passage.

B. Recognizes Multiple Meanings of Words

II-25... Given inflected or derived forms of multiple-meaning words in sets of sentences, the pupil will identify those sentences in which the word has the same meaning.

III. WORD ANALYSIS

A. Structural Recognition

III-20... The learner will be able to demonstrate in a variety of ways the ability to identify and use roots, prefixes and suffixes.

III-45... The learner will be able to determine whether or not a paragraph is consistent in terms of the tense in which it is written.

III-46... The pupil will demonstrate the ability to recognize, form and use adjectives.

IV. COMPREHENSION

A. Finds Main Idea

IV-01... The learner will be able to read a selection and then identify or relate a brief statement summarizing the main idea(s).

IV-07... The learner will choose appropriate subtitles for a story and indicate the parts to which they apply.

B. Locating and Remembering Specific Information

IV-13... The learner can read material and indicate comprehension by answering questions based upon specific content.

IV-15... The pupil will indicate which of several sentences or paragraphs supports a statement.

C. Critical Reading

IV-22... The learner will be able to recognize the author's objective as evidenced by his ability to state or identify the author's purpose.

IV-27... Given a specific task, the learner will determine whether or not the directions or instructions supply sufficient information for the completion of the task.

1. Criticism and comparison

IV-28..... The learner will be able to identify points of view, plots, themes and moods.

IV-29..... The learner will be able to classify and to categorize any given list of "things" under a set of headings which are either given or that he specifies on the basis of examining the similarities and differences between the "things" listed.

2. Inference making

IV-30..... The learner will be able to make valid interpretations by identifying equivalent statements.

V. ATTITUDES AND APPRECIATION

A. Attitude Toward Self as a Reader

V-04... The student shall demonstrate a positive belief that he is a successful reader.

B. Enjoyment

V-10... The learner will show an increase in the length of time during which he voluntarily reads silently.

V-11... The child will voluntarily select a book to read and, given the time, will complete it or will be able to articulate satisfactorily his reasons for stopping.

V-12... The child will be able to demonstrate his ability to verbalize his feelings of likes and dislikes about a literary work.

VI. STUDY SKILLS

A. Map Reading

VI-14... The learner will demonstrate the ability to use a scale bar referent or verbal referent to compare and determine distance between points one or more referent units apart when one referent equals two or more standard units of measure.

Examples: 1 inch = 4 miles; the child concludes that 3 inches = 12 miles.

B. Library Skills

VI-22... The pupil will demonstrate the ability to use standard library skills to locate the principal types of reading materials relating to recreational interests and study needs.

C. Using Parts of Books

VI-24... The pupil will demonstrate the ability to locate specific information within a textbook by using its index.

VI-26... The pupil will demonstrate the ability to locate specific information within a book's table of contents.

VII. APPLICATIONS

A. Reads Aloud with Comprehension

VII-36... The learner will demonstrate the ability to locate and to read orally the statement in an applied selection that conveys a specific piece of information or answers a specific question.

VII-37... The learner will demonstrate the ability to read aloud the text of an applied selection and to paraphrase its meaning.

B. Recognizes and Identifies Main Ideas

VII-44... The learner will demonstrate the ability to read and to put into proper order (logical or chronological) the disorganized parts of a selection of applied material.

VII-45... The learner will demonstrate that when presented with a set of drawings or illustrations showing critical operations in a task described in a manual, cook book, etc., he can order the illustrations in the correct sequence.

1. Understands interrelationships of ideas

By writing or rewriting, the learner will demonstrate a knowledge of the principal kinds of information, and the order in which the information is presented, in such types of applied materials as:

VII-48..... Accounts of games, sports and parties.

VII-49..... Health bulletins and posters.

2. Summarize

VII-50..... The learner will demonstrate the ability to summarize briefly the principal points presented in selections of applied materials.

3. Follows written directions

VII-54..... The pupil will demonstrate the ability to read typical application forms by filling them in correctly.

VII-55..... The pupil will demonstrate the ability to read typical order forms by filling them in correctly, utilizing the information supplied in advertisement of the articles being ordered.

4. Identifies key words and topic sentences

VII-56..... The learner will demonstrate the ability to identify the key words in such applied materials as advertisements, "help wanted" notices, job descriptions, newspaper articles, government regulations, and propaganda pieces.

VII-57... The learner will demonstrate the ability to identify the topic sentences of paragraphs or sections of newspaper accounts of "the news," sporting events, social activities, editorials and columns.

C. Recalling and Locating Specific Information

VII-59... After having read material dealing with an applied topic or problem, the learner is able to write in his own words a cogent paragraph giving the main ideas presented.

VII-64... The pupil will demonstrate that he can locate and interpret the essential details given on proprietary drug labels, in recipes, instructions and the directions for the use of appliances, etc.

VII-67... The learner will demonstrate that he can determine the author's objective in writing applied material.

D. Critical Reading

VII-70... The learner will demonstrate the ability to compare, on the basis of given criteria, two or more applied selections dealing with the same subject.

E. Study Skills

1. Outlining

VII-72..... The pupil will demonstrate the ability to utilize standard techniques in outlining selections of applied reading materials.

2. Reading from total environment

VII-73..... The pupil will demonstrate the ability to read the types of maps, figures, tables, etc., that appear in applied materials.

3. Ability to adjust reading rate

VII-74..... The pupil will demonstrate the ability to adjust his reading rate to the several types of applied reading materials and to his purposes for reading each.

4. Reference skills

VII-76..... The pupil will demonstrate the ability to use standard dictionary skills to determine the

pronunciation of unfamiliar words occurring in applied materials.

VII-77..... The pupil will demonstrate the ability to select from dictionary definitions the meanings of words as used in applied materials.

VII-78..... The pupil will demonstrate the ability to use standard library skills to locate materials dealing with applied topics or problems.

5. Abbreviations

VII-79..... The pupil will demonstrate the ability to recognize and interpret abbreviations and acronyms used in selections of applied reading materials.

LEVEL 11

IV. COMPREHENSION

A. Recognizes Main Idea

IV-02... The learner will demonstrate his grasp of the main idea of a reading selection by: arranging the ideas within subheadings, locating the main idea, or, if given questions, identifying those that ask about the main idea.

B. Locate and Recall Specific Information

IV-12... The learner will identify the main character or hero in a story and select from several given statements, the most suitable statement about him.

IV-14... The pupil will indicate by stating or identifying at least one rational reason why a certain statement has, or has not been proved in a given passage.

IV-16... Given a reading passage, the pupil will locate information in it that will support or oppose a given statement or opinion.

C. Critical Reading

IV-17... The learner will be able to distinguish relevant from irrelevant information.

IV-18... The learner will be able to locate and identify stated, but unidentified, assumptions.

IV-19... The learner will be able to identify illogical thinking, inconsistencies, fallacies or discrepancies in a given selection.

IV-22... The learner will be able to recognize the author's objective as evidenced by his ability to state or identify the author's purpose.

IV-26... The learner will be able to identify the presence or absence of sufficient information for making judgments.

IV-29... The learner will be able to classify and to categorize any given list of "things" under a set of

headings which are either given or that he specifies on the basis of examining the similarities and differences between the "things" listed.

IV-31... The learner will demonstrate the ability to understand the meaning of non-literal statements and figurative language by stating or identifying their literal meaning.

IV-32... The learner will be able to interpret characters' actions, emotions, and attitudes; and infer character traits and determine motives.

IV-33... The learner will demonstrate the ability to predict outcomes and draw conclusions.

V. ATTITUDES AND APPRECIATION

A. Attitudes Toward Self as a Reader

V-04... The student shall demonstrate a postitive belief that he is a successful reader.

V-05... The child verbalizes his feelings of empathy with characters in a story and explicates that empathy by relating specific instances of the ways the material read fits into his own repertoire of experiences.

V-06... The child will show an ability to identify and articulate his reading skill needs during an exchange of ideas with his teacher.

B. Enjoyment

V-09... The learner will demonstrate by his speech or actions that material read has elicited an emotional response.

VI. STUDY SKILLS

A. Outlining

VI-09... Given selections of paragraphs, the learner will demonstrate the ability to select and order in topic form the main ideas into a formal outline.

B. Ability to Adjust Reading Rate

VI-28... The pupil will demonstrate the ability to adjust his reading rate to several types of reading materials and to his purpose for reading each.

VII. APPLICATIONS

A. Oral-Aural Skills

1. Listening

VII-25..... The learner will demonstrate the ability to listen to specialized and/or technical words in a variety of applied fields and to pronounce them correctly, with particular attention to their medial and terminal sounds and accent.

2. Speaking

VII-26..... When applied problems are under consideration by a group, the learner will demonstrate the ability to contribute pertinent information and points of view with clarity and precision.

VII-27..... The learner will demonstrate the ability to lead and/or preside over a group dealing with an applied problem or situation.

VII-28..... The learner will demonstrate the ability to contribute succinct reports of his own experiences which are pertinent to the consideration of an applied problem or situation.

VII-30..... The learner will demonstrate the ability to organize his information and ideas about applied topics and to present them orally to a real audience.

3. Oral reading

VII-35..... The learner will demonstrate the ability to read orally selections of expository applied material, correctly interpreting the periods, commas, question marks and exclamation points.

B. Comprehension

1. Finding main ideas

VII-43..... The learner will demonstrate that he grasps the central idea of a section, or of a total selection of applied material by formulating a title, making a summary or a summarizing statement.

VII-47..... By writing or rewriting, the learner will demonstrate a knowledge of the principal kinds of

information, and the order in which the information is presented, in such types of applied materials as:

Directions for performing different types of tasks.

VII-51..... The pupil will construct a title or a caption for a passage of applied material or for a picture showing a central event or relationship.

VII-53..... After reading pertinent instructions, the pupil will demonstrate the ability to carry through sequentially specific sets of directions.

2. Recalling and locating specific information

VII-61..... The learner will demonstrate the ability to follow and to recall the activities of a "public person" (athlete, president, movie actress), or of an extended operation (a moon-shot, a building project) over a period of time.

VII-65..... The pupil will demonstrate that he can compare two similar articles in terms of the similarity of, and differences between, the details reported in their respective descriptions.

3. Critical reading

VII-69..... The learner will demonstrate the ability to identify persuasive techniques and devices used in principal types of applied materials.

VII-71..... The learner will demonstrate the ability to develop relevant criteria for the comparison of two or more presentations of representative applied topics (two posters appealing for contributions).

LEVEL 12

II. VOCABULARY DEVELOPMENT

A. Recognizes Word Meaning Through Context

II-10..... The learner can use the context of a passage to determine the meaning of figurative language contained in that passage.

IV. COMPREHENSION

A. Critical Reading

IV-19..... The learner will be able to identify illogical thinking, inconsistencies, fallacies or discrepancies in a given selection.

IV-20..... The learner will be able to determine whether or not given passages contain sufficient information to support logical conclusions.

IV-21..... The learner will be able to identify the author's point of view and bias.

IV-24..... The learner will demonstrate the ability to distinguish fact from opinion.

IV-25..... The learner will be able to identify persuasive devices and techniques used by various media.

IV-27..... Given a specific task, the learner will determine whether or not the directions or instructions supply sufficient information for the completion of the task.

B. Inference Making

IV-30..... The learner will be able to make valid interpretations by identifying equivalent statements.

V. ATTITUDES AND APPRECIATION

A. Enjoyment

V-10..... The learner will show an increase in the length of time during which he voluntarily reads silently.

V-11..... The child will voluntarily select a book to read and, given the time, will complete it or will be able to articulate satisfactorily his reasons for stopping.

V-12..... The child will be able to demonstrate his ability to verbalize his feelings of likes and dislikes about a literary work.

VI. STUDY SKILLS

A. Outlining

VI-10..... The pupil will demonstrate his ability to coordinate language in outlining.

Example: using all words
using all phrases
using all sentences

B. Map Reading

VI-15..... The learner will demonstrate the ability to identify the differences in amount of detail among maps of the same area drawn to different scales.

Examples: 1 inch = 1000 miles
1 inch = 100 miles
1 inch = 30 miles

VII. APPLICATIONS

A. Speaking

1. Logical organization of information, ideas and experiences

VII-29..... The learner will demonstrate the ability to summarize a group discussion of an applied problem or situation.

VII-32..... Given several objects, or actions occurring in an applied situation, the learner will dictate categories within which they can be classified.

2. Speaking quality

VII-33..... The learner will demonstrate the ability to adjust his speech patterns to the audiences

involved in representative applied situations.

VII-34..... The learner will demonstrate the ability to use standard American pronunciation, grammar, usage and syntax in situations involving a cross-section of the American public.

B. Finding Main Idea

1. Recognizes order and sequence

VII-45..... The learner will demonstrate that when presented with a set of drawings or illustrations showing critical operations in a task described in a manual, cook book, etc., he can order the illustrations in the correct sequence.

2. Understands interrelationships of ideas

VII-46..... By writing or rewriting, the learner will demonstrate a knowledge of the principal kinds of information, and the order in which the information is presented, in advertisements of different articles.

3. Summarizes

VII-50..... The learner will demonstrate the ability to summarize briefly the principal points presented in selections of applied materials.

4. Title and outline

VII-52..... The pupil will demonstrate the ability to supply titles and subtitles for the purpose of clarifying a continuous selection of applied material, such as a long set of directions or a long exposition.

5. Follow written directions

VII-54..... The pupil will demonstrate the ability to read typical application forms by filling them in correctly.

VII-55..... The pupil will demonstrate the ability to read typical order forms by filling them in correctly, utilizing the information supplied in advertisement of the articles being ordered.

6. Recognizes and identifies key words and topic sentences

VII-56..... The learner will demonstrate the ability to identify the key words in such applied materials as advertisements, "help wanted" notices, job descriptions, newspaper articles, government regulations, and propaganda pieces.

VII-57..... The learner will demonstrate the ability to identify the topic sentences of paragraphs or sections of newspaper accounts of "the news," sporting events, social activities, editorials and columns.

VII-58..... The learner will demonstrate that he can identify the critical sentences in propaganda pieces, such as handbills, labor and/or management publications circulated in the community, advertisements of products of varying quality, training courses, labor recruitment posters, etc.

C. Recalling and Locating Specific Information

1. Main idea

VII-59..... After having read material dealing with an applied topic or problem, the learner is able to write in his own words a cogent paragraph giving the main ideas presented.

VII-60..... The learner will identify the main character, participant, or authority responsible for an event or action reported in a newspaper and other type of mass media.

2. Supporting details

VII-63..... The pupil will demonstrate that he can locate and recognize the details giving the essential description of articles offered for sale in advertisements.

VII-64..... The pupil will demonstrate that he can locate and interpret the essential details given on proprietary drug labels, in recipes, instructions and the directions for the use of appliances, etc.

VII-66..... The pupil will demonstrate that he can locate and recognize "sales pitches," "appeals to vanity," spurious or irrelevant claims made

for articles offered for sale, or in arguments for participating in a specified line of action.

D. Critical Reading

VII-67..... The learner will demonstrate that he can determine the author's objective in writing applied material.

VII-68..... The learner will demonstrate the ability to distinguish fact from opinion in applied materials.

VII-70..... The learner will demonstrate the ability to compare, on the basis of given criteria, two or more applied selections dealing with the same subject.

VII-71..... The learner will demonstrate the ability to develop relevant criteria for the comparison of two or more presentations of representative applied topics (two posters appealing for contributions).

E. Study Skills

1. Outlining

VII-72..... The pupil will demonstrate the ability to utilize standard techniques in outlining selections of applied reading materials.

2. Reading from total environment

VII-73..... The pupil will demonstrate the ability to read the types of maps, figures, tables, etc., that appear in applied materials.

3. Ability to adjust reading rate

VII-74..... The pupil will demonstrate the ability to adjust his reading rate to the several types of applied reading materials and to his purposes for reading each.